



*A*  
Brave Young Land

Edna M<sup>c</sup>Guire

Ex LIBRIS  
UNIVERSITATIS  
ALBERTAE NSIS





**SUPERVISOR OF TEACHER  
SERVICE BUREAU  
DEPARTMENT OF EDUCATION  
EDMONTON, ALBERTA**

**JUL 29 1952**

**DIRECTOR OF CURRICULUM**

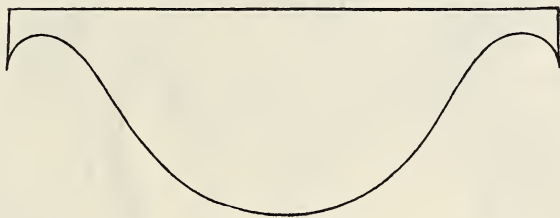
**JUL 28 1952**

122  
10/10  
7/15  
10/10/52





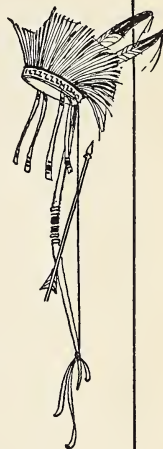
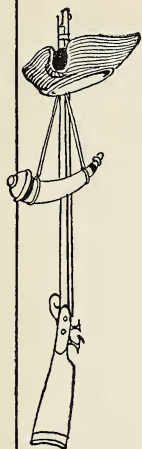
# BRAVE YOUNG LAND







Kublai Khan  
Goes to War.



# A BRAVE YOUNG LAND

Revised  Edition

EDNA M'GUIRE

*Formerly Elementary School Supervisor  
East Chicago Indiana*



*With Pictures by  
George M. Richards*



*New York*  
*The MACMILLAN Company*  
*1950*



Printed in the United States of America.  
REVISED EDITION COPYRIGHT, 1946,  
BY THE MACMILLAN COMPANY.

---

*All rights reserved — no part of this book may  
be reproduced in any form without permission in  
writing from the publisher, except by a reviewer  
who wishes to quote brief passages in connection  
with a review written for inclusion in magazine  
or newspaper.*

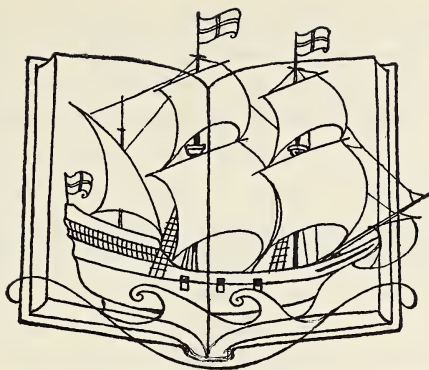
---

Fifth Printing 1950

First edition published and copyrighted, 1937,  
by THE MACMILLAN COMPANY.

LIBRARY  
UNIVERSITY OF ALBERTA





Dear Boys and Girls:

In the city where I live there is a new kind of store window. The surface of the window glass is curved inward in such a way that when I stand on the sidewalk and look at the goods displayed inside I cannot tell that there is any glass separating them from me. Indeed, they seem so near that I soon forget that there is a glass there.

I hope that this book will be somewhat like that new window glass. I want you to see the scenes that it displays so clearly that you will forget that you are gazing at them through the pages of a history book. There will be sailors daring the dangers of unknown seas, adventurers searching for gold, Indian canoes shooting the rapids, men and women building homes in a wilderness, soldiers marching, and many other people who helped to make ours a brave young land.

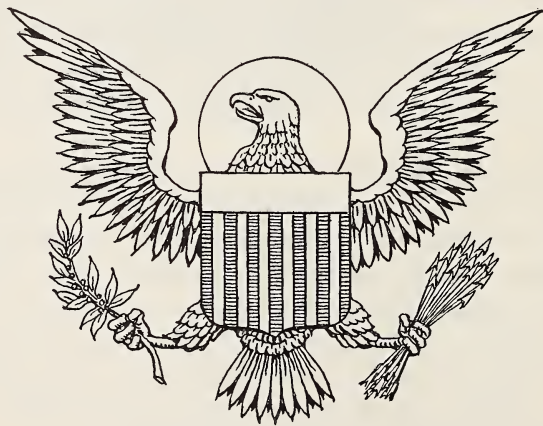
The best way to use this book is to read a story all the way through at one time. Do not try to remember everything but try to see the scenes as they appear. When you have finished reading, use the study directions at the end of the story. If you have missed parts which you need to know, you can then read again to find these.

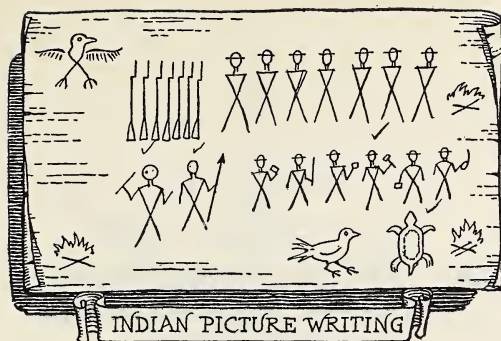
New words are explained in a list in the back of the book. You may need to look there for some help.

After you have read a story, you will want to do some of the interesting things suggested at the end.

This book was written so that you might understand what America was like when it was a young land.

THE AUTHOR





## TABLE OF CONTENTS

### DIVISION I

#### THE OLD WORLD LEARNS OF THE NEW

	PAGE
A New World Is Discovered . . . . .	1
Spain Finds an Empire in America . . . . .	59
England and France Claim Land in America . . . . .	118



### DIVISION II

#### HOMES ARE BUILT IN A NEW LAND

Settlers Come to Our Eastern Coast . . . . .	177
Different Ways of Living Grow Up in the Colonies . . . . .	251
	[vii]



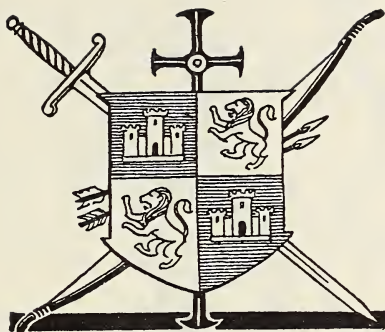


### DIVISION III

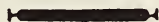
#### A NEW COUNTRY IS BORN

	PAGE
The English Colonies Learn Their Strength .	313
The Revolutionary War Brings Independence .	351
A New Plan of Government Is Made . . .	387

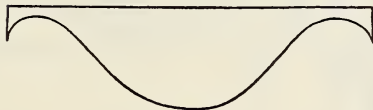




## DIVISION ONE



THE OLD WORLD  
LEARNS OF THE NEW









## A NEW WORLD IS DISCOVERED

### A NEW ROUTE TO THE EAST IS SOUGHT; A NEW LAND IS FOUND

Lisbon, in 1476, is a city to stir the blood of any young man who loves adventure. Into its harbor each spring come vessels bearing the riches of Africa — pepper, elephant tusks, gold dust, and Negroes to be sold as slaves. In the autumn the ships set forth, loaded with the goods that can be traded or sold to the natives of Africa. Red caps, small bells, and beads are stowed away in the vessels. The decks of the ship are loaded with horses. For these goods and animals the native chiefs on the coasts of Africa will pay freely with their gold.

Along the water front and in the narrow streets of this Portuguese city the sailors of the world rub shoulders. Here all the languages spoken from Iceland to the Gold Coast of Africa are heard. Here too are told tales of far places and stories of sea voyages. Vessels of a dozen nations lie at anchor in the harbor.

Everywhere there is bustle and stir, for the needs of ships and seamen must be served. Bankers, money changers, map makers, dealers in ropes and canvas, and others who supply the ships are busily at work. Men go in and out of the churches. Some offer prayers of thanksgiving for voyages safely completed. Others ask that the voyage ahead may be blessed with fair weather. In the air is the pleasant odor of ship biscuit baking in great ovens. Truly this little city at the mouth of the Tagus River is a lively place.

Small wonder then that it holds great interest for a young Italian who reaches Portugal after his ship goes down in a sea fight! Coming ashore near Cape St. Vincent the seaman in time makes his way to Lisbon. There he finds citizens from his own native city of Genoa, Italy. These friends care for him while the wounds he has suffered in the sea fight heal.

This man, Christopher Columbus by name, has already known adventure at sea. He has sailed in the Mediterranean since boyhood. He has made one or more voyages to an island in the Aegean Sea. On this latest voyage his vessel has been attacked by the fleet of an enemy nation. With his ship sinking under him Columbus leaps into the water and manages to reach shore.

Now the young seaman finds himself in the very center of ocean voyaging and discovery. He is quick to see that here in Lisbon he may learn much that he wants to know. Here there are maps and charts, books of ge-

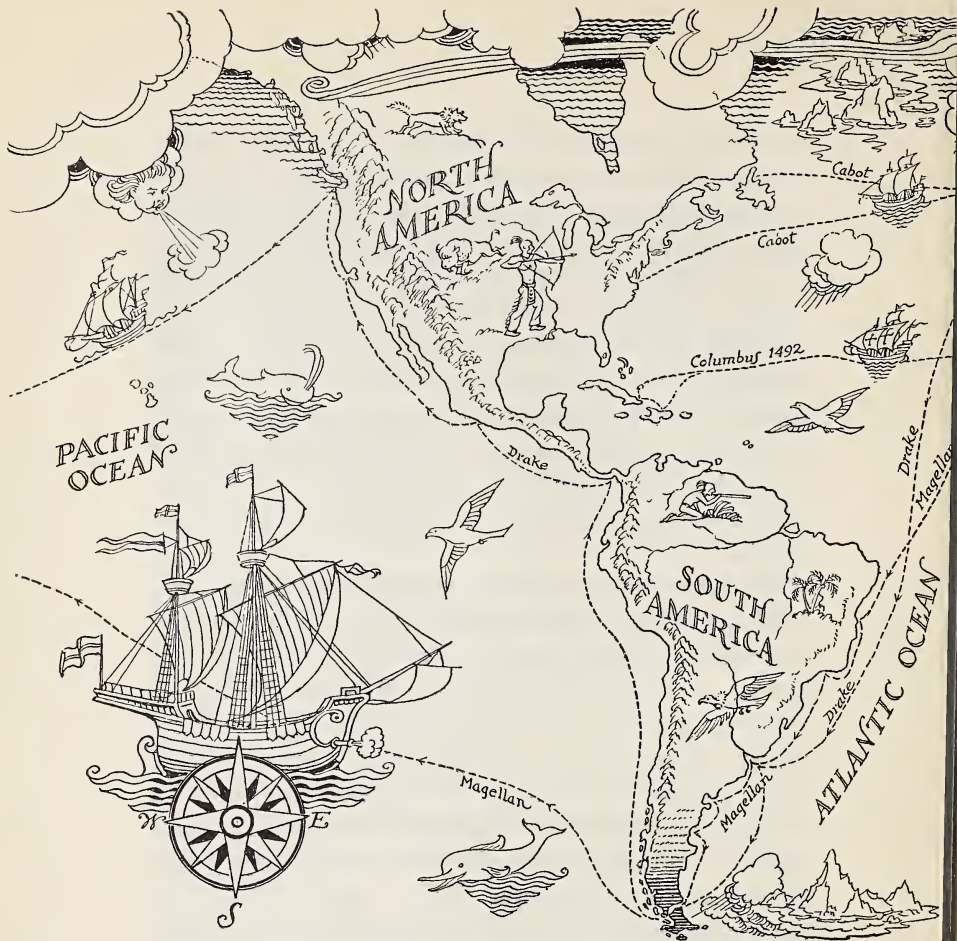
[2]

ography, and some of the world's best ships. Better than all else there are men here who have discovered and explored new lands. One may very well ask what will happen when Christopher Columbus, eager and full of questions, comes to live in Portugal, whose seamen have already found the answers to many questions.

**Europe faces a problem.** — By the opening of the fifteenth century (the years from 1401 to 1500) well-to-do people in Europe had learned to use and enjoy many products of distant countries in Asia. From these lands of the Far East came spices, silk, fine cottons, jade, precious stones, tea, fine woods, and many other desired articles.

The routes over which these goods were carried were long and difficult. Land routes lay across deserts and mountains. Articles shipped from the Far East by sea had to be reloaded either in the Persian Gulf or the Red Sea for a land journey to the shores of the Mediterranean. Here goods were again placed on boats and shipped to ports in Europe. Products of the East were not only carried great distances but handled by many people. It is small wonder that they brought high prices in the markets of Europe. Yet in spite of their cost there continued to be a great demand for these goods. Certain cities grew rich from trade. Among these were the Italian cities, Genoa, Venice, and Florence.

By the middle of the fifteenth century the cost of goods from Asia was forced still higher. The Turks, who were Moslems, gained control of much of the region at



the eastern end of the Mediterranean Sea. For many years they were at war with the Christians in this part of the world. These wars seriously disturbed trade. More than that the Turks laid a tax on each article that they allowed to pass through the lands they controlled.





## MAP of COMMERCE and EXPLORATION

Old Trade Routes - - - - -  
Explorers' Routes - - - - -

To the already high cost of eastern goods was added the cost of the tax.

Merchants of Europe faced a question. How could they secure the much desired products of Asia at less cost and in larger amounts? They could no longer use

the old trade routes freely. Because of this fact the great need was for a new trade route between the Far East and Europe.

Europe grows curious. — People in Europe not only desired the products of distant lands, but they were also curious about these faraway places. From time to time a few bold travelers had ventured on the long journey to Cathay (China) or the Indies (the mainland of southern Asia and the islands near it). Mention had even been made by some of Cipangu (Japan) said to lie off the eastern coast of Asia. Of all these travelers the one whose tales came to be best known was Marco Pole

[6]

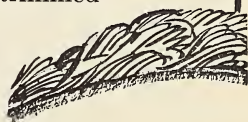






A native of Venice, Marco went to Cathay as a young lad of seventeen. He traveled with his father and uncle who had already made an earlier journey to this land. The boy from Venice was thrilled at the splendid show which he found at the emperor's court. The Chinese at that time had more learning and more advanced ways of living than the people of Europe.

Marco learned the language of the country and made himself useful to its ruler, who was known as Kublai Khan. The emperor sent the young man to attend to matters of business for him in different parts of the kingdom. The more Marco traveled, the more he was filled with wonder. He saw buildings richly trimmed





with gold and silver. He was greatly surprised at the quantities of silk produced and made into cloth by the Chinese. Their paper money made by block printing he thought very useful, though nothing like it was then known in Europe. The skill of the Chinese in digging canals and in building their Great Wall amazed Marco.

After many years in Cathay the three Polos returned in 1295 to Venice. There they told of the wonders they had seen. More than that they brought with them many precious stones. After seeing these none could doubt that riches were to be had in far Cathay.

A few years after the Polos returned Marco was made a prisoner of war in a battle between the cities of Venice and Genoa. At this time a fellow prisoner wrote down the tales that Marco Polo told of his travels. Many of the men who read that book through the years dreamed of journeying to Cathay or the Indies. Some of them tried to make their dream come true.

When European sailors learned to use a compass to find their directions, sea voyages became much safer. The astrolabe, by means of which a sailor could find his position at sea, was also useful. However, many successful voyages were made even at the end of the fifteenth century without the help of the astrolabe. Maps grew better as one seaman after another added his knowledge to what had already been discovered. With the invention of a printing press with movable type new knowledge spread more quickly than had been possible in earlier centuries.





Thus we find the people of Europe in the fifteenth century with two great desires. They want to know more about distant parts of the world. They want to find a new route to the Far East.

**The Portuguese take to sea.** — It has been said of Portugal that it sits where the land ends and the sea begins. Perhaps that position explains why its men became great sailors. But a bold spirit upon the part of its seamen and a fortunate location were not the only blessings enjoyed by Portugal. The wisdom of a Portuguese prince did even more to make this country in the fifteenth century the center of sea voyaging and discovery.

Prince Henry of Portugal served as a soldier in northern Africa. While there he heard stories from the natives of a coast on that continent which was rich in gold. Seamen had never yet sailed around the western coast of Africa. Prince Henry determined to learn what lay along these unknown shores.

Upon his return to Portugal the Prince carried out measures that made his country the leading seagoing nation of the day. In southeastern Portugal a rocky point of land reaches out into the ocean. Here Prince Henry built a town that could supply every need of a sailor. A great tower sent its friendly light far out to sea. The best maps in all Europe were secured. More than that, able map makers were at hand to set down new knowledge as discoveries were made. Men who could teach sailors how to steer by the stars were



brought to the town. The most skilled pilots in Europe were invited to instruct the seamen.

Year after year the Prince sent out ships to explore the coast of Africa. Little by little these vessels pushed forward into unknown waters. By 1434 they had rounded the west coast. Soon they found the gold, of which Prince Henry had heard. Negroes were captured and carried back to be sold as slaves. A fort and a trading post were built on the African coast. The natives were taught the Christian religion. Each year saw Portuguese explorers pushing farther south along the African coast. Each year Lisbon grew richer with the profits of the African trade.

Men also ventured out into the Atlantic in other directions. The Azores lying seven hundred to a thousand miles from Portugal were discovered and settled. Seamen in the service of Prince Henry discovered the Cape Verde Islands. They also led settlers to Madeira Island



which had been known before. Because of the aid he lent to seagoing men this prince of Portugal has come to be called Prince Henry the Navigator.

Prince Henry did not live to see the day when his seamen would round the southern cape of Africa. It was in 1486 that Bartholomeu Dias sailed around the southern point of Africa. An old story tells that the king of Portugal named this the Cape of Good Hope. Can you guess why?

The Portuguese had set out to learn more about distant and unknown lands. No one knows exactly when they began also to believe that a new route to the Indies could be found by sailing around Africa. But little by little that belief grew stronger as men tested the route still farther. Portuguese seamen were seeking an answer to Europe's long felt need.

**Christopher Columbus learns more of the sea.** — A few months after the sea fight Christopher Columbus shipped on a vessel sailing for Iceland. On this voyage the ship put in at a port in Ireland. Returning, he seems to have settled in Portugal. He and his brother, Bartholomew Columbus, engaged in the business of making maps and charts. However, both brothers also made voyages with Portuguese ships to the African coast. Christopher Columbus learned many useful things from the Portuguese seamen. He gained greater skill in handling a ship in wind and sea. He learned the best kind of supplies to carry on a ship going to explore. He found what native people liked best in trade.



Much of Columbus's new knowledge he gained by his own experience and by talking to sailors. However, some of it he learned from studying books and charts. While in Portugal he married the daughter of a well-known sea captain. The father had already died at the time of his daughter's marriage, but his papers and maps were given by the family to Columbus. It was said of the young seaman that upon receiving this gift he "was the more excited, and he informed himself of the other voyages and navigations that the Portuguese were making."

During these years in which Columbus lived under the Portuguese flag a plan was slowly taking shape in his mind. Some other men had thought of much the same plan, but no one had tried to test its worth. Christopher Columbus determined to carry out his plan. But to do that he needed ships and men and money.

**Christopher Columbus seeks aid.** — Columbus's plan was to reach the Indies by sailing west. He thought this could be done because he knew the earth is shaped like a ball. He believed that a ship could sail around the earth. He thought that the eastern coast of Asia lay fairly near the western coast of Europe. He did not know that the American continents lay between eastern Asia and western Europe.

No doubt Columbus expected that he might discover new islands as Portuguese seamen had been doing for years. He fully expected that great riches would be carried back to Europe over this new route. Marco Polo and other travelers had written of the gold to be found in Cathay, Cipangu, and the Indies.

Columbus first asked the king of Portugal for aid. This was refused when the men who advised the king declared the plan was not wise. Still the Portuguese ruler was interested in the idea. A few years later he invited Columbus, who had gone to Spain, to return to Portugal. It seemed that the matter might be again considered. However, very shortly after Columbus arrived in Portugal Bartholomeu Dias sailed into Lisbon. He was back from the voyage that had taken him around the Cape of Good Hope. At last the route to the Indies seemed to lie open before the Portuguese. There appeared to be little sense in using men, money, and ships to find another route. Columbus returned to Spain to seek help there.

A rich Spanish nobleman became interested in Colum-

bus's plan. The nobleman, who owned a fleet of trading ships, made up his mind to provide Columbus with three or four vessels. However, he felt he must secure permission from the king and queen before sending the ships to sea. When Queen Isabella heard of the matter she decided that if such a voyage were undertaken any profits from it should belong to the king and queen rather than to the nobleman. But Spain was fighting a war and the rulers put off deciding whether or not to try Columbus's plan.

The years that followed were hard ones for Christopher Columbus. The queen named a group of men to study the plan. This body listened to the man from Genoa, they talked among themselves, but for a long time they put off deciding the matter. Columbus read all the books of geography that he could find during these years. It was his habit to write notes along the side of a page when he read something that greatly interested him. Four of his books may still be read today. The notes found on some of the pages show how Columbus met the questions of the men who studied his plan. At last after considering the matter for more than four years the group reported to the king and queen that the plan was not wise. The rulers still did not settle the matter. Instead they told Columbus that it might again be put before them when the war was won.

Another period of months dragged by. Columbus was very poor, for he had given all his time in recent years to seeking support for his plan. He had only such money

[16]



as the rulers and certain rich friends gave him. It is small wonder that he finally grew tired of waiting on the Spanish rulers and decided to seek help somewhere else. A few years earlier his brother Bartholomew had gone to England to ask for help. Getting none, Bartholomew went on to France. Certain people there, among them the king's sister, became interested in the plan. Because of this interest Christopher Columbus decided to seek aid in France.

A man who had known the queen well in earlier years believed that Columbus had an idea worth trying. When he had found that the Italian was leaving Spain, this man begged the queen to give Columbus another hearing. She consented, and again Columbus presented his case. Several wise men were called upon by the rulers for advice. While the matter was still being talked over, the war came to an end. Now, if ever, the king and queen were in a position to give Columbus aid. But he was to be again disappointed. The rulers decided not to help him.

Columbus packed his few clothes, maps, and books. Mounted on a mule, with these articles hung across his saddle, he rode away from court. When he was a few miles along the road, a man, riding hard, overtook him. This man brought a message from Queen Isabella. Columbus was to come once more to court.

This time the long-hoped-for help was promised. The rulers agreed to furnish ships, men, and money so that Christopher Columbus might sail to the west. Certain



rights were granted to Columbus. He was made "Admiral of the Ocean Sea." He was promised a tenth of all gold, silver, spices, or other goods brought from lands visited. He was named governor of any lands that he should discover.

When all was agreed upon, Columbus went to Palos, a seaport in southwestern Spain. There three ships, the *Santa Maria*, the *Pinta*, and the *Niña*, were made ready. Seamen, about ninety in number, were hired to man the ships. The vessels were fitted for the voyage with food, fresh water, and trading goods. On the morning of August 3, 1492, the command was given, and the three vessels left the harbor of Palos. They were bound for the "ocean sea" where their admiral expected to find a new route to the Indies.

**The little fleet sails the sea.** — Columbus's plan for the voyage was to sail first to the Canary Islands, and from there due west. He believed that this route would bring him to Cipangu.

On the seventh day at sea the little fleet came in sight of the Canaries. These islands were claimed by Spain though in some of them the Spanish had not yet conquered the native people. Columbus put in at the Canaries long enough to have some repairs made to his ships and to take more supplies on board. With every water cask filled, the store of food renewed, and firewood piled on deck the three vessels set out again on September 6.

For the most part wind and weather favored the voy-

age. The men settled to their tasks. One day was much like another. Only the half-hour glass marked the passing hours, and the record set down in the admiral's book the passing miles. If you can suppose yourself among the men on board the *Santa Maria*, Columbus's flagship, you may catch a glimpse of life as it was lived by seamen in 1492.

The seamen are divided into two watches, each of which serves four hours at a stretch. While one watch is on duty, the men of the other watch sleep or rest. Watches change at 3, 7, and 11 o'clock. It is the duty of one seaman in each watch to keep his eye on the half-hour glass and turn this the minute that the sand runs out of the top glass. With each turning the seaman sings a little song that begins,

"One glass is gone  
and now the second floweth;  
more shall run down  
if my God willeth."

Prayers and songs break the stillness frequently. As dawn lights the eastern sky, a young seaman greets the new day. His song begins, "Blessed be the light of day." He follows with a prayer for a good voyage. With song and prayer finished, the watch sets to with sea water and twig brooms to give the deck a good scrubbing. When the eighth glass has run out, marking the end of the watch, the seaman who turns the glass sings out, "On deck, on deck, . . . on deck in good time, . . . for it's already time; shake a leg!"



The sleeping men are soon awake, each rubbing his eyes and rising from his favorite board. No time is needed for dressing or bed making, for these seamen neither undress nor sleep in a bed. Instead each man drops down wherever he wishes on deck or below and sleeps in his clothes. These consist of whatever garments a man has and wishes to wear. All the seamen are alike, however, in that they wear no shoes and let their beards grow.

Grabbing a ship's biscuit, a bit of cheese, or a pickled fish by way of breakfast, the men come quickly to their places. The course of the ship is given by the officers of the watch going off duty to the officers of the new watch. The men of the off-going watch eat breakfast and lie down for a bit of morning sleep.

The new watch takes over the duties of running the ship. Decks must be kept clean. Sails must be handled as wind requires. Ropes must be tightened and rails scrubbed. While these and other duties are being performed the admiral comes on deck, fresh from a night's sleep and a bit of breakfast eaten in his cabin.

As the morning goes on, some of the seamen build a wood fire in a little fire box on deck. There they are presently preparing dinner, the one hot meal of the day. For this dinner there is bread, fish cooked in olive oil, beans, and garlic. Eaten with the fingers from a wooden bowl and washed down with wine, it is a filling meal. The men going on duty at eleven o'clock eat just before the watch changes. Those coming off eat afterward,



having been called by a ditty which ends with the line,  
"Table is set, who don't come won't eat."

In the latter part of the day, with the work done, men sit about spinning yarns of the sea. Some tend a fish line hung out from the vessel, others wash themselves and their clothes as best they can in sea water.

At sunset, when the evening watch is changed, all hands are called to prayers. When these have been repeated and a hymn sung, the half-hour glass is turned as the seaman says,

"The watch is called,  
the glass floweth;  
we shall make a good voyage  
if God willeth."

Night settles down; the admiral goes to his cabin; the ship sails on, into the warm dark. The stillness is broken only by the song of the seaman turning the glass and by the call exchanged each half hour between him and the lookout.

As days slipped into weeks, the men began to complain. They had come a great distance, farther than any ship had ever sailed toward the west. No one knew for certain that land lay ahead. They feared that food and water might give out. They feared that Columbus could never find the way home again. There was talk of throwing the admiral overboard and turning the ships back. Hopes were raised by cries of "Land! Land!" But when these were proved false, spirits dropped lower than before. There were signs of land, however. A flock  
[22]

of birds was seen passing overhead toward the southwest. Columbus changed his course to follow the flight of these birds. This was a wise move.

But in spite of fair weather and flying birds the men grew more restless. They demanded that the admiral turn back. He kept down an uprising by promising them that he would go back if land were not sighted within a few more days.

The wind blew a gale, carrying the ships along at a great pace, which alarmed the men. But signs of land cheered them. A green branch with a little flower on it was picked out of the water. Sticks and a land plant floated by the ships. Sunset on October 11 found every man watching the western sky for sight of land. A sum of money had been promised by the king and queen to the man who first saw land. To this gift Columbus now offered to add a silk doublet, which was a garment worn on the upper part of the body.

**The cry is "Land! Land!"** — There was no sleep on board the ships that night. Everyone, from the admiral to the youngest page boy, kept a constant watch. At ten o'clock Columbus thought he saw a light rising and falling as if it were being carried. However, it is not very likely that he really saw such a light, for the ships were still thirty-five miles off shore. But at two o'clock in the morning the lookout on *Pinta* saw something lying against the western sky. "Land! Land!" he shouted. Quickly the captain of the *Pinta* gazed at the place where the man pointed. Land it was this time

without doubt. A gun was fired, this being the signal agreed upon to give the message to the other ships.

Morning light showed the eager men an island lying ahead. Early in the day of October 12, 1492, Columbus went ashore carrying the flag of the king and queen of Spain. With him were the captains of the *Niña* and the *Pinta* and many of the seamen. They fell upon their knees and gave thanks to God for his goodness in allowing them to reach land. Rising, the admiral gave the island the name San Salvador. He then took pos-





session of it in the name of King Ferdinand and Queen Isabella of Spain. The men crowded around Columbus, calling him admiral and begging him to forget their fears and doubts.

The natives of the island had watched this scene in wonder. Now they came closer and Columbus offered them some red caps and glass beads. These articles



pleased them greatly. Later they showed their liking for the white strangers by offering them as gifts cotton thread and brightly colored parrots.

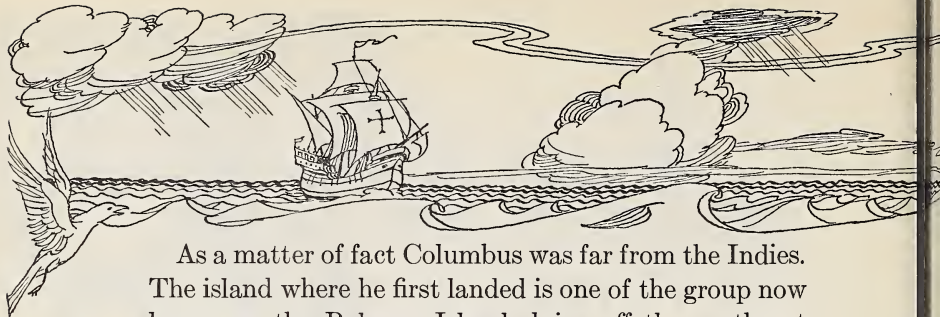
These people had skins of a reddish color and coarse black hair. They wore no clothing and painted their bodies. Thinking that he had reached the Indies, Columbus called these natives Indians.

**Columbus goes exploring.** — The ships lay at anchor off the shore of San Salvador for two days while Columbus and his men explored the island. Then the vessels moved around the coast so that the admiral might have a look at other parts of the island. After exploring a few days Columbus decided that he had not reached Cipangu where there were said to be palaces with golden roofs. But he had found the natives wearing small gold ornaments. This led him to believe that San Salvador must be an island of the Indies that had not been discovered before. In the record that he made of his voyage he wrote, "I intend to go and see if I can find the island of Japan." All the rest of his voyage was a search. He was looking for Cipangu, Cathay, the Indies, but most of all for gold. This he must have to take back to the king and queen if his voyage were to be counted a success.

By signs the Indians told the admiral that other islands lay near San Salvador. He set out to explore these and to search for gold. He found green-clad islands to delight his soul but no gold-roofed houses. Interesting as these new places were, they did not fit what he knew of the Indies.





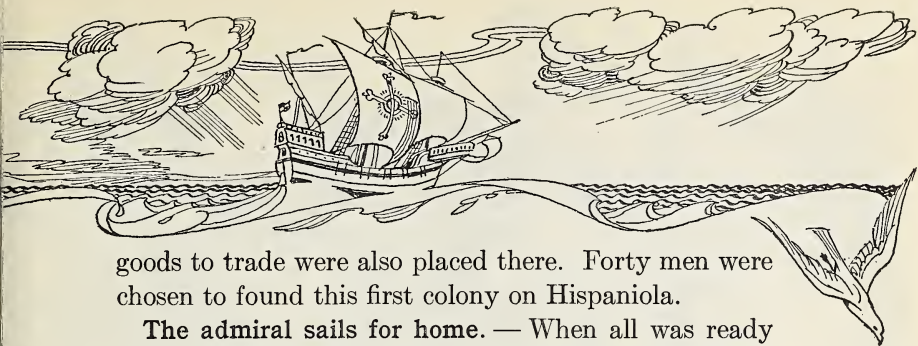


As a matter of fact Columbus was far from the Indies. The island where he first landed is one of the group now known as the Bahama Islands lying off the southeast coast of North America. San Salvador is now called Watling Island.

After sailing among the Bahamas for a time the admiral followed the directions given by the natives and came to Cuba. He called this island Juana. He traded with the people here, but found not a single gold ornament among them. After exploring the coast of Cuba Columbus went on to the neighboring island, which he named *Española*. This name later came to be written *Hispaniola*. This island is today occupied by the Republic of Haiti and the Dominican Republic. Here for the first time the explorers found many gold ornaments worn by the natives. More than that a native chief proved very friendly and sent the admiral presents by the basketful. Most valued of these were pieces of gold.

When things seemed brightest, the *Santa Maria* was wrecked. The *Pinta* had some weeks before separated from the other two ships. The *Niña* could not carry all the men from the *Santa Maria* on the return voyage. For this reason a fort was built of boards from the wrecked ship. Stores enough to last a year were carried from the ship to the fort. Seeds for sowing crops and

[28]



goods to trade were also placed there. Forty men were chosen to found this first colony on Hispaniola.

**The admiral sails for home.** — When all was ready at the fort the *Niña* put to sea. The *Pinta* and the *Niña* met not far from the scene of the shipwreck. After a short delay the two vessels set sail for Spain. Terrible storms were met, and the ships were again separated. The *Niña* reached land in the Azores, islands which belonged to Portugal. Finding that the governor of the islands was not friendly, Columbus left quickly. A second storm blew the ship toward the coast of Portugal. The admiral sailed into Lisbon harbor because, as he put it, "he could do nothing else."

Since Portugal and Spain were none too friendly, the stop at Lisbon might have proved dangerous for Columbus. However, he was received by the king, who was curious about his voyage. No doubt the Portuguese ruler was angry at the thought of the Spanish having made new discoveries. But he allowed Columbus to have his ship repaired and to take his leave. The admiral sailed for Spain.

Just after the *Niña* dropped anchor at Palos, the *Pinta* sailed into the harbor. Both ships were home with news that would set men talking from one end of Spain to the other.



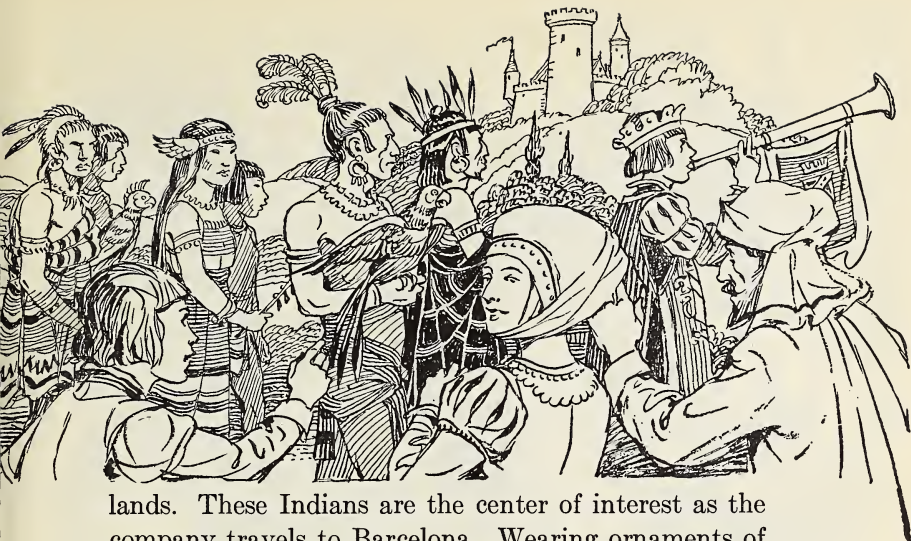


**Columbus tells his story at court.** — Columbus had sent a letter to King Ferdinand and Queen Isabella from Lisbon. As soon as he arrived in Palos, he wrote again to the royal pair. Within a short time he received a message from them, inviting him to court.

Early in April, 1493, Columbus set out to report in person to the king and queen on his voyage. Try to imagine that you are watching the admiral as he travels to Barcelona and appears at court. This hour when he comes before the king and queen to tell his wonderful news is the time of greatest glory in the life of Christopher Columbus. It is also one of the great scenes of history.

The admiral sets out from Seville, where he has visited friends, for the journey to Barcelona. With him travels one of the officers who sailed with him to the west. There are also servants and six Indians who were brought back to Spain from the newly discovered is-

[30]



lands. These Indians are the center of interest as the company travels to Barcelona. Wearing ornaments of gold and belts trimmed with polished fish bones, they carry brightly colored parrots in cages.

The countryside is green, with trees in full leaf, pastures fresh with grass, and fields covered with young grain. Fruit trees in blossom fill the air with a pleasant odor.

News that the man who has discovered new lands is on his way to court has gone ahead of the party. All along the road crowds are gathered to see the admiral and the strange people he has brought from the newly found islands. Here too are men whom Columbus has known. Now that success has come to him, all are eager to claim the admiral as a friend. When the party comes near Barcelona, crowds of people from the city come out to meet it. The pleasant April day is filled with the talk and laughter of the people and the chatter of the parrots.





The king and queen are seated in a great hall to receive Columbus. Crowds of nobles wait eagerly to see and hear this Italian who has won such glory. The admiral enters the room, his gray head held high, his face lighted with a smile. As he walks toward the king and queen, they rise to receive him. Columbus kneels before them and kisses their hands. But the royal pair tell him to rise and seat himself beside them. This is indeed a great day for Christopher Columbus! For to be seated beside the king and queen is an honor usually paid only to those of royal blood.

The admiral is asked to tell the story of his voyage and discoveries. Questions come from the queen who is eager to know every fact about this strange adventure.



ture. The rulers look with interest at the articles Columbus has brought from the islands — dried plants, stuffed birds and animals, and bits of gold. More interesting still are the Indians and their live parrots. When the tale has all been told, plans are made for a second voyage which the rulers wish Columbus to make. If these strange islands are, as all believe, located just off the coast of Asia, then explorers on a second voyage can surely find the mainland with its treasures of gold.

From court the king and queen lead the way to the near-by church. There a hymn of praise and thanksgiving is sung in honor of the great discovery. On this day Christopher Columbus's cup of joy is filled to overflowing.

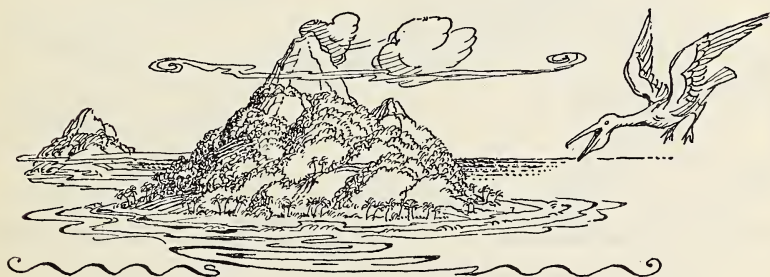
**A second voyage is made.** — The fleet of vessels that set out on the second voyage to America was very different from the one that made the journey in 1492. Seventeen ships, well supplied with food, arms, and other articles necessary to found a colony set sail. Seeds, farming tools, and animals were carried, for it was planned to settle some colonists on farms. There were also the tools necessary to mine, for these people never doubted that they would find gold. Enough flour, biscuit, salt meats, molasses, oil, vinegar, and wine were supplied to last six months. Between twelve and fifteen hundred men were on board the vessels. From the thousands eager to go many with special skills had been chosen. There were also men of the Church who went prepared to build churches and preach the Christian religion to the Indians.

The leave-taking of the fleet from Cadiz on September 25, 1493, made a brave sight. Sails were spread to the breeze. The royal flag and many brightly colored banners fluttered from the ships. Cannon roared and trumpets played. A fleet of small boats went with the vessels from Cadiz to the open sea. Columbus's two sons were among the many who watched the fleet out of sight.

Stopping at the Canaries only long enough to take on more supplies Columbus set his course toward the west and south. He hoped to discover new islands that the Indians told him lay southeast of Hispaniola. Pleasant weather made the voyage an easy one. Land was

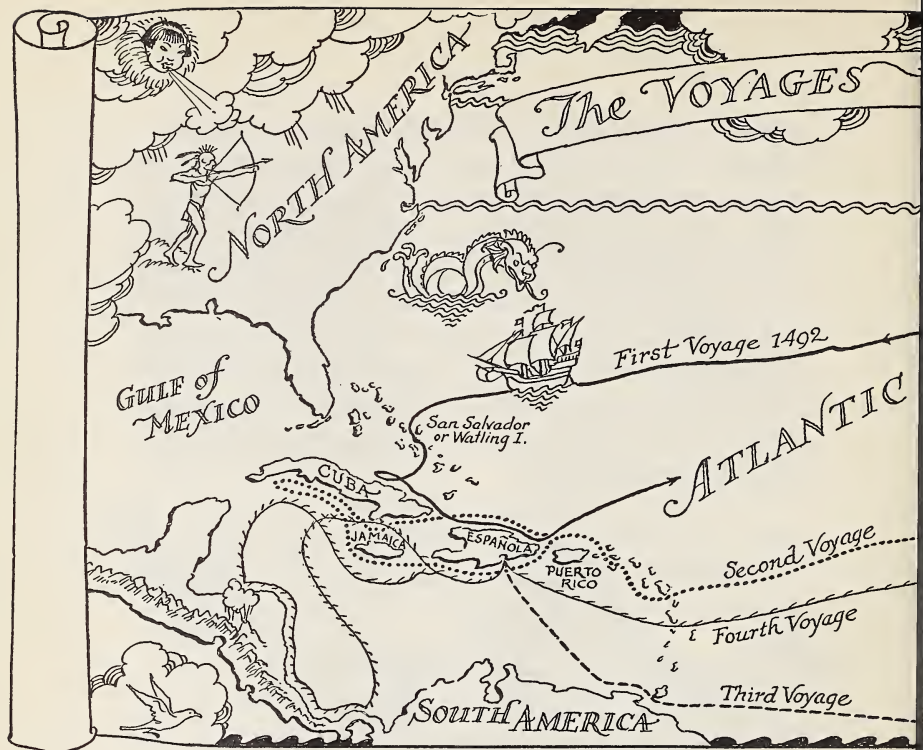
[34]

sighted on November 3. Whether by luck or skill in setting a course at sea Columbus had reached the islands of which the Indians had spoken. This group is known today as the Leeward Islands. The fleet sailed along this chain, past the group now known as the Virgin Islands and touched at Puerto Rico. Columbus named each island as it came into view. Some of these names have since given way to other names, but some islands are still called as they were by Columbus. An example of this is the Virgin Islands. This name was given to the group by Columbus.



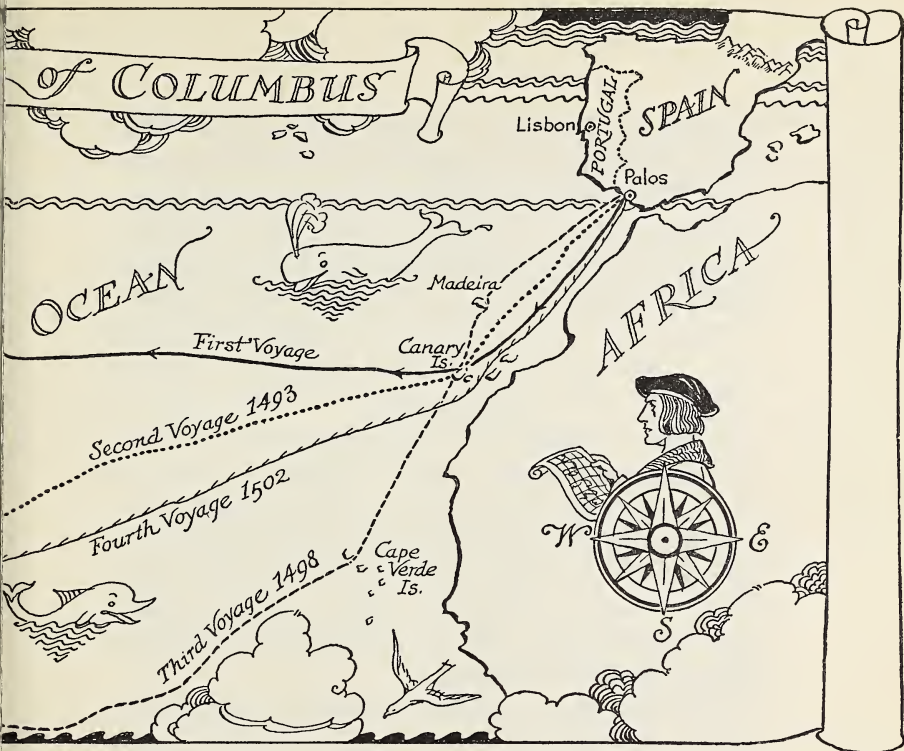
Sailing on from Puerto Rico the fleet came to the coast of Hispaniola where the colony had been left on the first voyage. Here the men expected to be greeted by the Spaniards left at the fort. But they were to be disappointed, for every man left behind was dead. They had quarreled among themselves, divided into bands and roamed the woods, searching for gold, robbing and killing Indians. As might be expected other Indians in turn killed them.





Columbus started his new colony at another place on Hispaniola. He named the town he founded Isabella in honor of the queen. Almost at once a party set out over the island in search of gold. When they returned to Isabella with news that gold had been found, the men could think of little else. They were all eager to set off in search of riches. However, sickness fell upon the colony quickly. The doctor pointed to the need for more food which the men were used to eating. To make sure of supplies Columbus sent part of the ships home in

[36]



February, 1494, with a request to the king and queen.

The next few weeks were spent in exploring Hispaniola and searching for gold. Then Columbus left part of the men on the island while he set out with three ships to explore, as he said, "the mainland of the Indies." Still believing that he had reached the Indies, Columbus thought he must soon find Asia.

The little fleet sailed around the coast of Cuba which Columbus had visited on his first voyage. From there the admiral led his fleet to Jamaica, of which he had

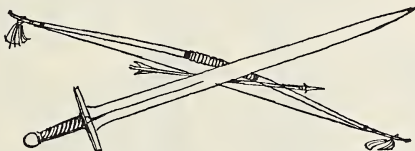
heard from the natives of Cuba. Turning back after visiting this island, he explored more fully the coast of Cuba. In making his way through these strange waters, Columbus showed himself an able seaman. However, he returned to Isabella still believing that he had been among the islands off the southeastern coast of Asia.

The admiral found matters at Isabella in a very bad way. The men had quarreled, treated the Indians badly, and refused to obey their own officers. Some of them had seized part of the ships and sailed for Spain. Although the supplies requested earlier arrived, the little colony had a difficult time. Much of their trouble, however, was their own fault. The Indians that Columbus met on the first voyage treated the white men kindly. But bad treatment made enemies of them. The colonists spent their time searching for gold and fighting instead of working.

In March, 1496, Columbus returned to make his report to the king and queen. Before he left, he gave orders for the founding of a new city in a better location. When this settlement, Santo Domingo, was ready, the colony moved from Isabella. Today the old city of Santo Domingo is called Ciudad Trujillo.

**A third voyage is made.** — The king and queen of Spain agreed to provide Columbus with ships and men for a third voyage. But it was May, 1498, before the fleet of six ships was ready to leave. The vessels stopped briefly at Madeira and the Canary Islands. At the Canaries Columbus sent three of the ships directly to [38]

Hispaniola. He took the other three south, going well past the Cape Verde Islands before he set his course west. His purpose in choosing this new route was to search for new lands. His course brought him into the belt of calms where for a time there was not enough wind to sail his ships. But it finally led him to discover South America.



Columbus first came to land on the island lying off the northeast coast of South America. This he named *Trinidad*. He explored the gulf lying between this island and the mainland. Continuing along the northern coast of the continent he just missed the place where pearls were later found in great numbers. Columbus concluded that he had found a new continent. But that did not shake his faith in the idea that he had found a new route to the Indies. He thought this continent lay somewhere to the south of Asia.

Upon arriving at Hispaniola Columbus found that part of the colonists had rebelled. They wanted to find gold and grow rich. They did not like to work. They complained because there was not enough food. They objected to the rule of Bartholomew Columbus who had been left in charge of affairs while Christopher was in Spain.





Some rebels were caught and punished. Then in the spring of 1499 a man named Bobadilla arrived from Spain. He had orders from the king and queen which permitted him to take over the government of the colony. This he promptly did, and going further he placed Christopher Columbus and his two brothers in chains.

In October, 1500, the admiral was sent home in chains by Bobadilla. The captain of the vessel offered to remove the chains. Columbus refused, saying he would take them off only at the order of the king and queen. This order was given when the rulers learned how Columbus had been treated. They had not intended that Bobadilla should make such highhanded use of his power.



A fourth voyage is made. — Columbus was never given back his power to govern the island colony. He was, however, given his share of the wealth produced there. This provided him a fair sum of money in his later years.

The great desire of the admiral's life was to make another voyage. However, many months passed after his return in chains before permission was given for such a voyage. It was 1502 before the rulers granted him the right to try again.

A fleet of four vessels left Spain in April, 1502. After a quick trip across the ocean the vessels first came to land at Martinique, in the Windward Islands. Following the chain of the Leeward Islands, and passing south

of Puerto Rico the admiral came to Hispaniola. Stopping but a short time there he sailed on to the west.

Here he again discovered land never before visited by white men. Off the coast of Central America, in the region now a part of Honduras, Columbus met Indians in a canoe. They were on a trading trip. Among their goods were cotton shawls and shirts, copper hatchets, and bells. Here were people who knew how to melt and mold metals. None of the Indians Columbus had found before had any knowledge of metals.

Heavy rains and high winds gave the fleet bad sailing for a month. The ships followed the coast of Central America south searching for a strait. Columbus thought that such a water route would lead him to the Indies for which he still searched. There was no strait, but the fleet came at last to a coast where the natives wore splendid gold ornaments. Columbus understood from them that the mines from which this gold came were near by. After exploring the region the admiral decided to make a settlement in order to work the mines. The Indians fell upon the white men and killed ten of them. This caused Columbus to give up his plan of settling a colony on this coast. One ship was lost here.

The wooden vessels had become badly worm-eaten. A second vessel had to be left behind when the admiral set out for Hispaniola. The two remaining ships were so full of holes that they were run ashore on Jamaica because they could not complete the trip to Hispaniola. The men made the two vessels into a sort of fort, and

[42]

in this they lived for a year. It was a hard year for Columbus. Food was scarce and some of the men rebelled. There was always danger of an attack by the Indians.

Columbus sent word of his need to Hispaniola. But the governor, who did not like the admiral, waited for months to rescue him and his men. Shortly after he reached Santo Domingo Columbus took ship for Spain.

The queen was on her deathbed when Columbus returned from his fourth voyage in 1504. With her death he lost his best friend at court. The king listened to the report of the fourth voyage, but he granted no further aid to the man who had discovered new lands for Spain.

On May 20, 1506, Christopher Columbus died. Only his sons, his brothers, and a few friends were at his bedside. The world took no notice of the passing of this man who had changed the course of history. Nor did he himself know how great was the discovery he had made. Christopher Columbus died believing that he had found a new route to the Indies and new lands near Asia. Within a few years he was to be honored as the man who had discovered a New World.







## A VOYAGE OF ADVENTURE LEADS TO VINLAND

**Norsemen visit America.** — Although Columbus is thought of as the man who discovered America, he was not the first man from Europe to reach this continent. Nearly five hundred years before his voyage to the west other white men reached American shores. These were the Norsemen, who are sometimes known as the Northmen, or vikings.

These people lived in that part of Europe now known as Norway, Sweden, and Denmark. Their homeland is for the most part cold, and in many places rough and rocky. However, their coasts have many deep bays and gulfs. These make good harbors. Winds blowing over the warm Gulf Stream in the North Atlantic keep the harbors on the coast of Norway free of ice. With these natural advantages it is easy to see why the Norsemen became sailors.

So well did these people manage their ships that they made long voyages. They explored the coast of Europe and entered the Mediterranean Sea, going as far as Italy. Their boats pushed up the rivers, sometimes carrying the vikings far into the continent of Europe. They sailed out into the North Atlantic, visiting the islands there. The Norsemen traded with the people where they went, but sometimes they robbed instead of trading. They were daring, fierce men who loved a rough sea and a good fight. From time to time groups of Norsemen took possession of a region and settled

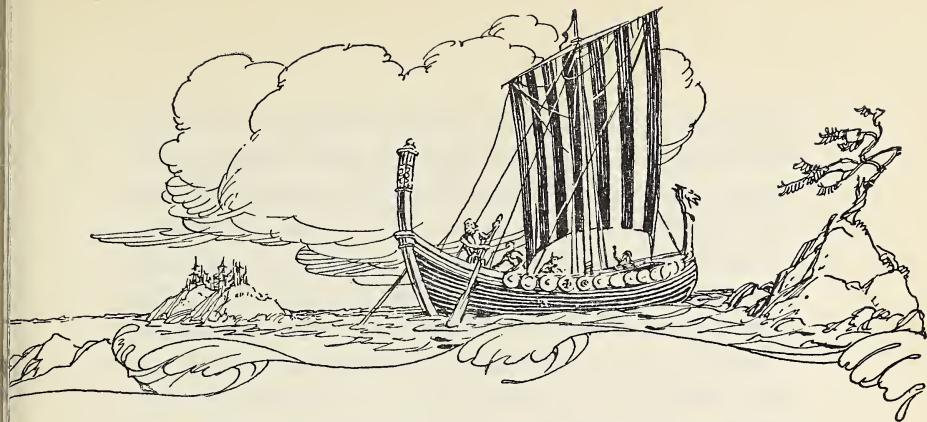


their own people there. Such settlements were made in several countries of Europe.

In the latter years of the ninth century (the years between 801 and 900) settlers began to go from Norway to Iceland. This island already had settlers who had come from Ireland. For some years Norse and Irish settlers, as well as people from the small islands in the North Atlantic, continued to go to Iceland. Trade developed between this island and many places in Europe. But always the tie was close between the people of Iceland and the Norsemen.

By the latter part of the tenth century Greenland had been found and settled by the Norsemen. In 999 Leif Ericson (later called Leif the Lucky) made the voyage from Greenland to Norway, where he was received by the king. On the return voyage to Greenland Leif's ship met storms which blew the vessel out of its course. It came to a shore that the men had never seen before. Upon landing they found wild grain growing there.

[46]



Better still there were many wild grapes. Because it was a place where grapes grew in plenty, Leif Ericson named it Wineland or Vineland, or Vinland. The year was 1000. After some months the men put to sea again, this time reaching Greenland. Of course they told of the land they had found and many people wished to go to explore Vinland.

The place where Leif Ericson and his sailors landed was on the northeastern coast of North America. Later ships from Greenland touched at other points along this coast.

In the next few years at least three parties went from Greenland to the newly discovered land. Leif Ericson seems to have met no native people in Vinland but the later parties did. Some trading took place between the two peoples. At one time furs secured from the natives in exchange for cloth were taken back to Greenland. But fighting was more common than trading. A good many of the settlers were killed in fights with the native people.



Women as well as men came to Vinland. It is told that a son was born to a couple who were leaders of one party. This boy, Snorri, was the first white child born in America.

Each attempt at settlement ended the same way. The people quarreled among themselves and fought with the natives. Finally those who were left returned to Greenland. Thus the discovery of America made by the Norsemen had no lasting effect. Neither did news of it spread outside the lands of the Norsemen.

The tale of Vinland was kept alive in the stories or sagas that Norsemen loved to tell. After being repeated by word of mouth for more than two hundred years it was set down in certain old writings. These have been kept in Iceland.

Can you now understand why Christopher Columbus is honored as the man who discovered America?

#### A ROUTE TO THE INDIES IS FOUND

**Vasco da Gama brings riches to Portugal.** — The Portuguese had never stopped trying to find a new water route to India by going around Africa. They proved in the end that their idea was right. In 1498 a Portuguese captain, Vasco da Gama, sailed his fleet of four ships into the harbor of Calicut. This is on the southwestern coast of India. He had brought his fleet through the Atlantic, around the Cape of Good Hope, and across the Indian Ocean.

Vasco da Gama returned to Portugal the next year over the same route. His ships were loaded with spices and other goods. At last Europe had a new and cheaper route to the wealth of the Indies. To Portugal belonged the honor of its discovery. To Portugal also went the larger part of the trade which followed the opening of this new route. Lisbon became even more than before a city where all was bustle and stir.

To make the long voyage to Asia safer Portugal settled colonies along the route. These provided places where ships could put in for repair, fresh food, and fresh water. Such colonies were planted on the coasts of Africa and Asia and in some islands. Many of these possessions have been lost to Portugal in the years since, but a few are still Portuguese land today. Angola and Mozambique in Africa and Portuguese India in Asia are the best known of these modern Portuguese possessions.

It is interesting to know that the Portuguese were only a little behind Columbus in reaching America. In 1500 a Portuguese sea captain, blown out of his course around Africa found himself on the shores of South America. The region where he landed had a tree, called brazilwood, which produced a red dye. Because of this wood the country came to be called *Brazil*. It too was a Portuguese possession and remained so until it became an independent country. Even to this day the people of Brazil speak the Portuguese language and look upon Portugal as their mother country.

As you may remember, in the fifteenth century the people of Europe had two great desires. They wanted to know more about distant parts of the world. They wanted to find a new route to the Indies. When the century closed, they had realized both desires. A New World had been discovered. A new route to the Indies had been found. The seamen of Europe had served their people well.





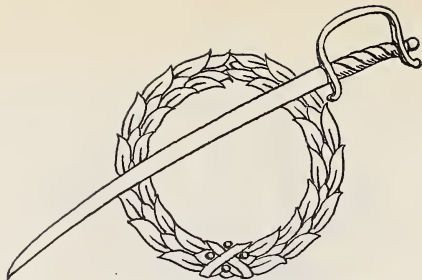
## A WORD GAME

It will be well for you to learn the meaning of new words when you first meet them. There are several ways in which you may do this. Very often you can tell what a new word means from the way it is used in the story. The meaning is sometimes told exactly as is the case in this story with *doublet*. In other sentences the meaning is suggested, as is the case with the word *Navigator*, in the story of Prince Henry. Sometimes the meaning is made known by explaining the use of the object named, as is done in this chapter for the word *astrolabe*. If none of these methods give the meaning, look in the word list in the back of your book. If this list does not give you the meaning, look in a dictionary.

As you study history, you will need to use some words again and again because they carry ideas with which history deals. Such words, occurring in this chapter, are *colony*, *discovery*, *settlement*, *explore*, *invention*, *route*, *trade*, *govern*, *government*, *governor*, *tax*. By using one or more of the methods mentioned above learn the meaning of each of these words. Write a sentence of your own using each word.

This story has many proper names. Make two lists of these, putting names of people in one list and names of places in the other. Be able to tell what each person so listed did. Be able to show on a map where each place so listed is.





### A MAP STUDY

On a map trace the route which a load of spices would have taken when sent from India to Venice, Italy, by way of the Indian Ocean, the Persian Gulf, the cities of western Asia, and the Mediterranean Sea.

On the map in your text trace the route of each of Columbus's voyages.

Trace the route taken by the Portuguese sailors in their journey to India. Find the areas in India and Africa that are still controlled by the Portuguese.

Explain, with the help of a globe, why the Portuguese had a better plan for reaching the Indies than Columbus had.

By using the scale of miles shown on a map of the world in a geography or atlas, find roughly the distance covered by a ship going from Portugal to India. Using the same scale, find the distance a ship would have needed to sail to go west from Spain to India. In measuring consider the distance as if there were no American continents to block a ship following this route. If the American continents had not lain in Columbus's path, do you think he could have reached India with the ships and men he had in 1492? Give a reason for your answer.

What direction is the right-hand side of a map? the left-hand side? the top? the bottom? In what two directions did Columbus sail? In what directions did Vasco da Gama sail?



### LEARNING TO USE A BOOK

Let us take a look at your new book to see what it contains. As you start turning pages from the beginning, you will come to one which is known as the title page. Find this and learn (1) the name or title of your book, (2) the name of the author, (3) the name of the person who made the pictures, (4) the name of the company that published the book, (5) the year in which it was published.

You are ready now to read the author's message to you. This tells you how best to use your book.

Turn next to the page headed Table of Contents. Here you can learn in very brief form what the book is about. Your book is divided into divisions and chapters. How many divisions are there? What is the name of each? How many chapters are there in the book? Read the chapter titles, one after another. Can you tell from reading these what this book will be about?

Turn next to the beginning of chapter one. Where on the page is the chapter title? This chapter has three principal parts. The name of the first is A New Route to the East Is

Sought; A New Land Is Found. Can you find the name of the other two principal parts? On what pages do these appear? How are the names of these principal parts printed? The next division of the story is the paragraph heading which is printed in heavy black type. The story opens without a paragraph heading, but one occurs very soon. What is this first heading? Read the others one after another. After reading these, what do you think this chapter is about? Of what use is it to you to notice the paragraph headings as you read?

There are other helps in the back of your book. Turn to page 415. Here is a list of the harder words in the book. Each word is marked so you can pronounce it and its meaning is explained. Your teacher will help you understand how to use the key of markings at the bottom of the page. The words are arranged in alphabetical order, just as are words in a dictionary or names in a telephone book. Let us practice finding a few words that we have just used in our chapter. Can you find jade? Moslem? compass? astrolabe? admiral? cask? garlic? ditty? strait? saga? viking?

The last part of your book is the index. Find this. An index is an alphabetical list of the more important words used in the book together with the page numbers where such words are used. By looking in the index it is possible to find very quickly the page on which a subject is discussed. For example suppose you need to read in this book about Vasco da Gama. On what page can you find the story of this man? Use the index to find the pages dealing with Marco Polo, Hispaniola, astrolabe, *Pinta*, viking.

Look in some other history book in your room. By using its index and table of contents see whether it has a story of the discovery of America. Under what different words in the index could you look to find facts about the discovery of America?

### SOME THINGS TO DO

1. Choose some scenes from the life of Columbus to act. Plan together in class what the characters should do and say. Try out your ideas in practice. Do not write the lines.
2. You might draw a series of pictures to show scenes in the life of Columbus. What ideas can you get for such scenes from the story in your book? Can you find other ideas in library books?
3. Ask your teacher or a librarian to help you find Joaquin Miller's poem about Columbus.
4. Find pictures of the boats used by the Norsemen. Could you make a model of such a boat?
5. Read stories of the Norsemen in other books. By the use of a map show your classmates the countries in Europe visited or settled by Norsemen.
6. When prisoners of war were exchanged between Japan and the United States in 1943, the exchange was made at Gôa in Portuguese India. Why was this city chosen for the exchange? How is the history of the Portuguese explorers of the fifteenth century tied closely to our American history of today?
7. Look at a map of the South Atlantic. Why was it easy for a Portuguese ship going around Africa to be blown to the coast of Brazil? In World War II it was very important to have Brazil fight on the side of the United States. Can you tell by looking at the map why this was important?
8. List as many words as you can think of that truly describe Columbus. Make another list to describe Prince Henry the Navigator. Be able to tell why you used each word.





### SOME BOOKS TO READ

If you like to look at pictures, you will enjoy *The Conquest of the Atlantic* by Ingri and Edgar Parin d'Aulaire.

An easy story about Columbus is *Shipboy with Columbus* by Enid LaMonte Meadowcroft. Other stories about the admiral that are a little harder to read are *Christopher Columbus* by Edna Potter, *Log of Christopher Columbus' First Voyage to America* by J. O'H. Cosgrave and W. R. Scott and *Columbus Sails* by Walter C. Hodges.

In *The Voyagers* by Padraic Colum you may read some of the tales of adventure told by the navigators who stopped at Prince Henry's famous Tower.

There are a number of stirring tales of the vikings which you will enjoy. Among these are:

*The Falcon of Eric the Red* by Catherine Cate Coblents

*Two Viking Boys* by Hedvig Collin

*The Coming of the Dragon Ships* by Florence McClure  
Everson and Howard Everson.

*Viking Tales* by Jennie Hall

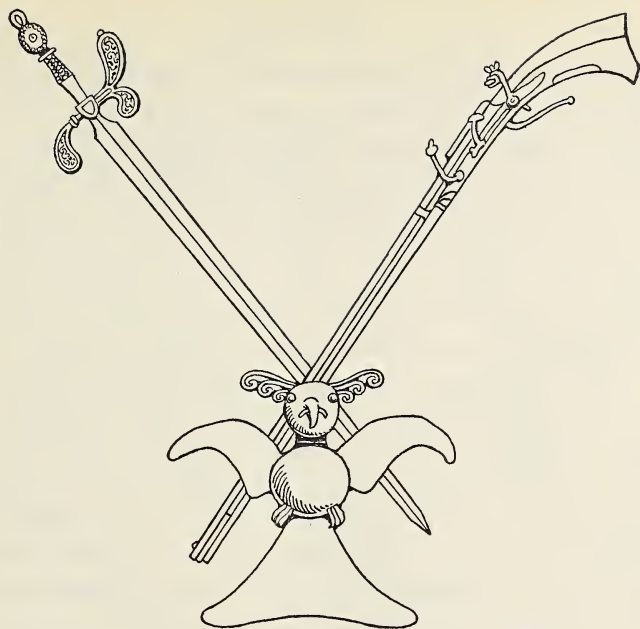
*The Story of Rolf* by Allen French

*The Dragonship* by William S. Resnick





The Spanish  
Come to America.



## SPAIN FOUNDS AN EMPIRE IN AMERICA

Columbus failed to find the long-looked-for route to India. His discoveries did not at first bring the riches for which the Spanish king and queen hoped. However, they did make two great changes in the life of the Spanish nation.

Columbus claimed for Spain all the regions which he touched. This brought vast stretches of new land under the Spanish flag. This was the first great change.

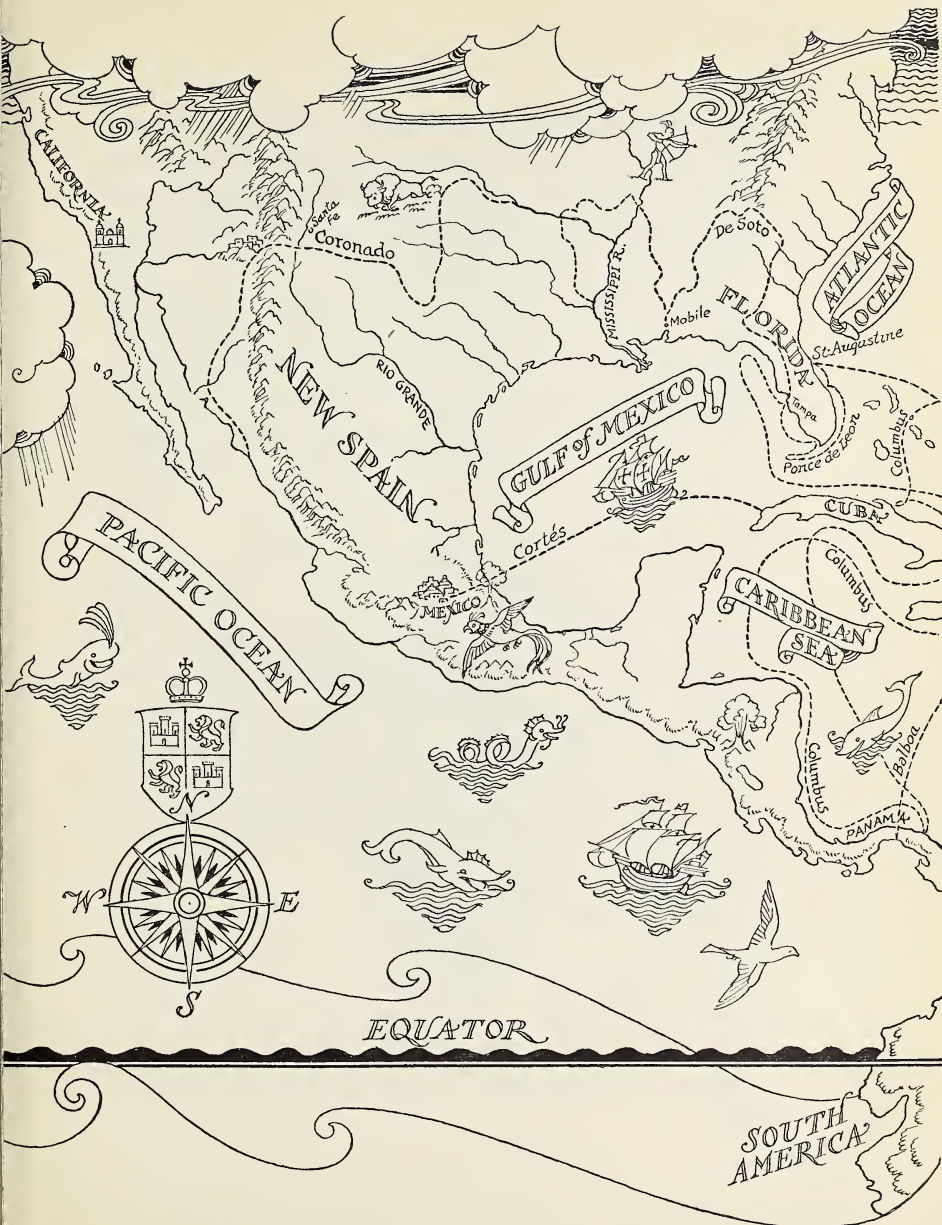
Columbus found only a little gold, but he heard tales from the Indians of places where the sands of the rivers



were yellow with the precious metal. When these tales reached Spain, they filled men with a great desire to set out for these new lands. All over Spain men dreamed of new riches, of fortunes made in a night. The desire to explore the New World swept over Spain like a fever. It sent men to dare the terrible dangers of unknown lands and savage tribes. This desire to explore new places was the second great change which came about in Spain as the result of the discoveries of Columbus.

Some of the men who came seeking gold found it and took it from its Indian owners at the price of fighting and bloodshed. Some who came found that the soil of the new land offered greater riches than the mines or the sands of the rivers; these became the first settlers. There were many men, however, who left Spain with high hopes of gaining a fortune but were disappointed. Some found in the land of their dreams swamps into which their horses sank until they were almost buried. Some found forests so thick that a road had to be cut as they traveled. Others found dry plains which offered no food for either man or beast. Still others met at the end of the trail the poisoned arrows of the Indians.

Whether these Spaniards found fortune and success or disappointment and death in the New World, each one helped to spread knowledge of the new lands. Slowly, bit by bit, the truth was learned about the shape and size of islands, about the coast line of the Americas, about the rivers and the mountains in these great bodies of land, and finally about the vast ocean which lay to [60]



the west of the newly discovered continents. As you read of the adventures of these explorers, perhaps you will like to think how with each daring deed the map of the Americas was slowly growing into the shape in which you see it in your geography today.

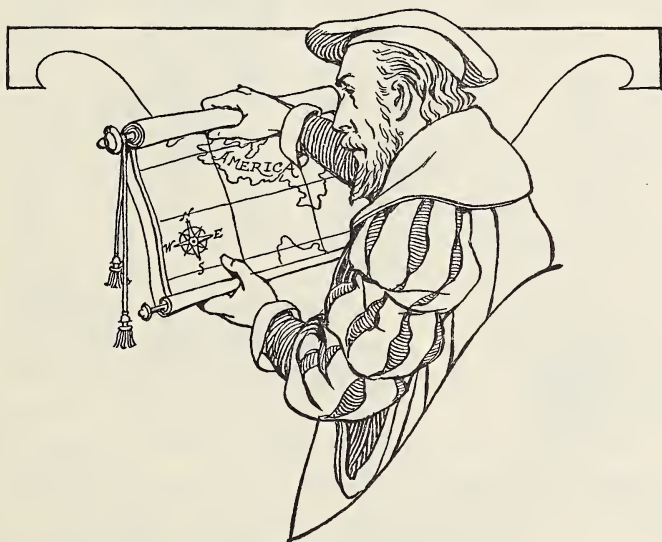
**A map maker names the new land.** — Columbus believed until his death that he had reached the coast of Asia, but it was not long after his death that it became clear to many people that what he had found was really a new continent. At first this new region had no name. But in 1507 a map maker drew a map in which he showed, lying west of the Atlantic Ocean, a great body of land to which he gave the name America.

How this name happened to be given to the new land is an interesting story. There was a man called Amerigo Vespucci who claimed that he had made four voyages to the New World, the first one in 1497, the last in 1503. No one knows whether or not he really made these trips. We do know though that he wrote long letters in which he told of such journeys. Most people today who have examined these letters think that he made up much of what he told, but at the time they were written people believed them.

Vespucci told of discovering what is now Mexico, of sailing around the coast of the Gulf of Mexico, and of exploring many miles of the Atlantic coast line of South America. He spoke of the new lands as being very large. This was a different idea from that held by Columbus, who thought of them as islands lying off [62]

the coast of Asia. Vespucci's tales so interested this map maker that when he drew the new land on his map he called it America. This was the Latin way of writing Amerigo, Vespucci's first name. Although people came to doubt the tales Vespucci told, the name stuck to the new land. So it is that the great body of land on which you live is called America.

Now that we have a new land with a new name, will you turn your thoughts back across the years and watch the map unroll as one daring explorer after another finds adventure in this new America?





## FINDING NEW LANDS, NEW WATERS, AND NEW RICHES

**A Spanish gentleman seeks youth and fame.** — It is an April day in the year 1513. Clear blue skies and golden sunshine smile upon three ships lying at anchor off a green coast. Waves dash white foam on the long, hard beach. A thick forest reaches down to the sands of the shore. Islands dot the water near the shore.

It is the season of flowers. The men on the little ships catch the odor of the white lilies which grow thickly on the islands. Groves of orange trees in full bloom fill the air with sweet smells. Patches of red, yellow, orange, and blue show where other flowers and trees are blooming in the forest and along the shore. Birds fly about; wild turkeys in the forest call to one another; tiny humming birds dart swiftly from flower to flower.

The boats put out from the ships. Men bend to the oars, pushing them over the green waters until they reach a landing place on the white sand. The leader steps out of the first boat, carrying in his left hand the banner of Spain and in his right his sword. As he plants the flag and claims the land, which he has just discovered, for the king and queen of Spain we have our first long look at Juan Ponce de Leon, a man of noble blood from one of the oldest families of Spain.

Tall and straight he stands, a man past fifty years of age, with a face that is stern and a little hard. Here is a man who will dare much for what he wants, who will

[64]



be strong in the face of danger, who may even be cruel to those who are against him. Such a man is well suited to find new land, and this Juan Ponce de Leon has done today.

Because he has made his discovery during the week in which Easter falls, Juan Ponce calls the new land Florida, which in Spanish means "the Season of Flowers." He believes that it is only another island that he has found, but you who have looked at the map of North America know that Florida is a part of the continent which reaches far out into the waters of the ocean.

Who is this Spanish gentleman, and what brings him to the flower-covered coasts of Florida?

As a soldier Juan Ponce de Leon had served the king and queen of Spain. This done, he wished for new adventures and so joined Columbus on his second voyage to the New World. He soon found himself a place among the Spanish settlers who held the islands which had been discovered by Columbus.

By and by Ponce de Leon was made governor of Puerto Rico, where he ruled harshly and sometimes cruelly. He had a great dog called Bezerillo which the Indians on the island feared more than they did ten soldiers.

When the king sent another governor to Puerto Rico, Ponce de Leon looked for other lands to conquer. In this strange new world one could easily dream of lands and riches only waiting to be taken. Juan Ponce de Leon had listened to the tales of an old, old Indian who

[66]



spoke of an island called Bimini which lay to the north of Puerto Rico. On Bimini, said the Indian, there was gold for the taking. Better still, there was a spring and perhaps a river the waters of which would make the old young again.

What glad news this tale was to a man whose hair was turning gray, but who still wanted to fight and rule as he had in his younger days! Perhaps Juan Ponce only half believed the story, but he thought it worth testing at least. The king of Spain was glad to give him a paper which granted him the right to search for Bimini and to rule the island if he found it.

At his own expense Juan Ponce de Leon fitted out three ships and sailed away across the blue sea seeking his island with its magic waters. As he wound in and out among the many islands of that region he missed Bimini, but he did come at last to another and an unknown shore. It was in this way that Florida was discovered and named by Ponce de Leon. Afterwards, when the Spanish knew that Florida was part of the continent, they claimed that much of North America belonged to them by right of Ponce de Leon's discovery.

The ships sailed for some distance along the coast of Florida. They found no gold and no magic waters, but they did find Indians who were ready to fight whenever the Spaniards landed.

After a time Ponce de Leon set sail for Puerto Rico, which he reached after a dangerous voyage among the islands. He divided his party on the journey back, and



the captain of one of his ships really did find the island of Bimini. The captain had to report, however, that after bathing in every stream of water on the island, he found himself just as old and quite as stiff as ever.

The king of Spain was well pleased with Ponce de Leon's discovery. He gladly made the explorer the governor of Bimini and Florida and gave him the right to take out settlers. There was a delay of some years while Ponce de Leon did other work, but in 1521 he again set out for Florida. He had two ships, two hundred men, fifty horses, and many other animals, as well as tools and other articles needed by new settlers.

After a hard, stormy voyage from Puerto Rico, Ponce de Leon reached the coast of Florida, only to be met by the arrows of the Indians. The bold old soldier led his men against the savages again and again, but at last he fell with an arrow piercing his body. His men carried him on board ship and quickly set sail for Cuba. He fell into a fever, and soon after the ship slipped into the harbor on the Cuban shore the stern old Spaniard died.

His men took his body back to Puerto Rico. There he was buried, and on the stone above his grave was cut a Latin sentence which in our language says, "Here rest the bones of a Lion,<sup>1</sup> mightier in deeds than in words."

Juan Ponce de Leon found death instead of new life in the land which he discovered. But he spread Spain's claims in America, and he earned for himself the name of "a Lion mighty in deeds."

<sup>1</sup> *Leon* means *Lion*.



**A bold man finds what lies beyond the mountains. —**

As a Spanish ship sailed one day across the blue waters of the Caribbean Sea, the men on board had a surprise. Out of one of the barrels in the storeroom stepped a man and a dog. The captain of the vessel was thoroughly angry. He threatened to put the bold stowaway off on a desert island to starve, but the men of the crew pleaded that he be saved. The captain finally spared the life of the adventurer, but a quarrel began between the two men that lasted as long as they lived.

The stowaway was known in Spanish as Vasco Núñez, but he is usually called Balboa by people who speak English; so it is as Balboa that we shall remember him. He had had many adventures before he hid in the barrel. As the son of an old but poor family in Spain he had fought in the wars carried on by Ferdinand and Isabella. Later he came to the New World and tried farming in Hispaniola. Balboa was no farmer, however, and he grew little except debts. When he heard of the ship which was sailing away from Hispaniola with a party of settlers, he wanted to go along. Having no money, he simply took his sword and his dog, crawled into a barrel, and stayed there until the ship was well out at sea.

After many troubles the settlers reached the coast of the narrow neck of land which connects the two Americas. This bit of land is now called the Isthmus of Panama. It was a wild, rough country, with Indians in the forests, constant danger from yellow fever, and a great lack of food. Balboa wrote of it, "We have valued the eatables more than the gold, for we have more gold than health, and often have I searched in various directions, desiring more to find a sack of corn than a bag of gold." When any Spanish adventurer wanted corn more than gold, he must have been very hungry indeed!

Balboa was a brave and daring man. He made himself the leader of the party and had the man who had been the captain sent back to Spain. Of course this only made the quarrel greater between these two men.

Balboa conquered the Indians in the country around, but he heard from them of a great body of water which lay over the mountains to the west. The Indians said that along this sea he would find both pearls and gold, but that the journey to these riches was a hard one.

Dangers and hard journeys meant little to this bold adventurer who took what he wanted. He soon had another reason, also, for setting out at once to find the sea and the riches. Word came that the king of Spain had ordered Balboa to be punished because of the bold way in which he had made himself the leader of the settlers. The adventurer decided that the way to

[70]

win again the king's liking was to find new riches and make new discoveries.

He set off in September, 1513, with less than two hundred Spaniards and a party of Indians. He had to cross the mountains and go through the thick forests that separated the eastern and the western side of this narrow neck of land. The rains fell day after day. Indians poured arrows into the party as it traveled. The animals slipped on the steep mountainsides. Men died by the dozen in the thick, hot forests, only sixty-seven Spaniards living to complete the terrible journey. Nothing stopped Balboa, however, and so the party traveled on until one morning it came out of the forest onto the side of a bare mountain. The Indians said that from the top of this mountain the Spaniards might gaze upon the great sea.

A hundred years ago a great American writer read the old Spanish letters in which the events of this journey were told. He set down for us the story of that day when Balboa reached the mountaintop. Will you turn your thoughts back through the years and try to see things just as they happened on the wind-swept mountain?

It is ten o'clock in the morning as the men come out of the half darkness of the forest onto the bare mountainside. Balboa gives the order for his company to wait here on the side of the mountain. Then he climbs to the top and stands alone like a statue against the sky as he gazes far away to the west.

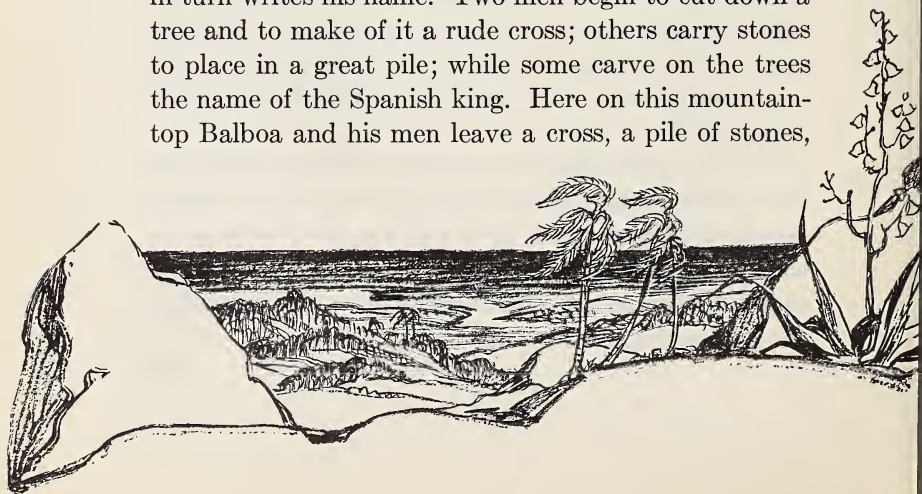


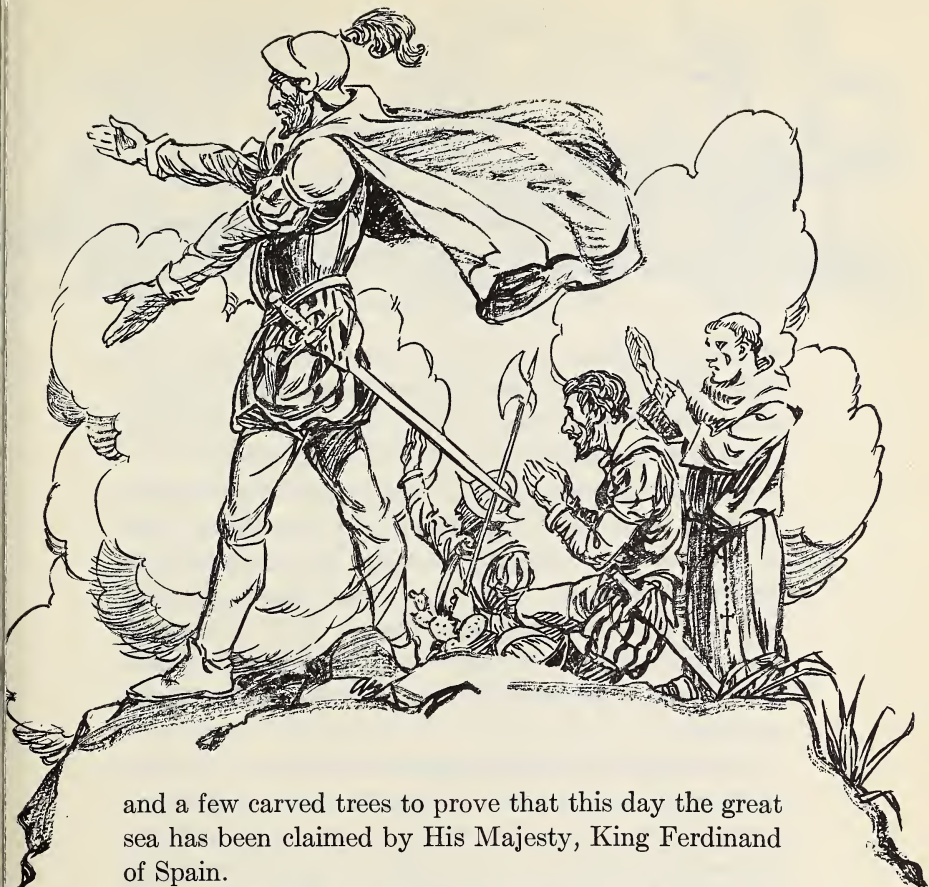
What does he see spread out below him? At his feet the steep side of the mountain, then a mass of forest trees, beyond these the beautiful green of grasslands, and far away toward the west as far as his eye can see, water, miles and miles of blue water glittering in the sunshine.

Balboa sinks to his knees, giving thanks to God that he has been allowed to discover this great body of water. He turns now and calls to his men. At once they come storming up the mountainside, to fall at Balboa's feet as they pour out their promises to follow him always.

Now a quiet settles over the party, for the priest lifts his voice to sing a song of praise. The men drop on their knees, and tears run down many faces.

Again the leader is speaking, calling all the men to listen as he claims the sea, its islands, and all the lands around it for the king and queen of Spain. This claim is written on a sheet of paper, on which each man in turn writes his name. Two men begin to cut down a tree and to make of it a rude cross; others carry stones to place in a great pile; while some carve on the trees the name of the Spanish king. Here on this mountain-top Balboa and his men leave a cross, a pile of stones,





and a few carved trees to prove that this day the great sea has been claimed by His Majesty, King Ferdinand of Spain.

For four days more the party struggled through the forests on the western side of the mountains, until at last they reached the sandy shore of the sea.

As the water rushes in on the shore, Balboa walks into its foaming waves with the flag of Spain in his hand. Waving this before his men he again claims the sea and



all the lands about it for his country, and gives to this body of water the name, "Great South Sea." Now he stoops, tastes the water, and, finding it salt, offers his thanks to God that this is indeed a great ocean.

Here, on the shore of the ocean which he discovered, we shall leave our sturdy Balboa. If you study your map today, you will know that this man, who had the courage to look for what lay beyond the mountains, had found the broad Pacific Ocean. How far he had pushed the claims of Spain by his discovery you can know only when you see how far the great Pacific stretches.

**A determined leader risks all for gold.**— On the sandy shore of the Gulf of Mexico a group of men are gathered listening to the words of a broad-shouldered, dark-eyed young man who stands before them talking rapidly. The men listen silently at first, their faces showing their bitter, unhappy thoughts. Little by little as the speaker continues to talk, their faces change. Here and there a face is touched with a smile or a look of wonder. A man claps his hands. Another jumps to his feet. It is clear that the young leader is winning his

[74]



men to his ideas, even against their own wishes. As he finishes speaking, the men spring up as if they were one body and shout, "To Mexico! To Mexico!"

Once again Hernando Cortés has shown himself to be a leader of men. On this shore his soldiers and crew have just watched the sinking of ten ships. All but one ship of the fleet which brought them to this western side of the Gulf of Mexico have gone to the bottom of the gulf at the command of their own leader. By sinking the ships he put an end to the complaining of the men who wanted to return home before any treasure was found. But by his bold act he excited their anger. Now with carefully chosen words he has brought them to see that brave men never turn back. His stories and promises have made them so eager to set off after riches that they are crying aloud, "To Mexico! To Mexico!" Above all else Cortés is a wise and able leader of men.

What is this treasure which Cortés and his Spaniards hope to take for their own? Gold! The gold from the storerooms of the rich Aztecs is the prize which has brought this party to the shores of Mexico. Earlier



explorers had carried tales of the riches of these people to the Spanish colony in Hispaniola and even across the ocean to Spain. They told also of a people who had many civilized ways of living; who built great stone houses; who lived in cities and made beautiful ornaments from the gold found so freely in their country.

Such tales made Hernando Cortés, a bold Spanish explorer, decide to risk all he had in an attempt to take the gold of the Aztecs. He spent all of his own money and all that he could get from other people in securing a fleet of eleven ships. He gathered together more than a hundred sailors and over five hundred soldiers. Before the ships were really ready to sail, he set out because he feared that his right to go would be questioned. When his men began to talk of giving up and returning home, he was just as quick to sink his ships as he had been to put out to sea in the beginning. When he reached Mexico, Cortés explored along the coast. He treated the Indians in a fair manner as long as they were friendly, but he fought them promptly if they refused to accept him as a leader.

In the fights Cortés discovered that the Indians were more afraid of the horses which the Spaniards rode than of their guns. While the Indians had no powder or guns, they did have splendid bows and arrows, but in all America there were no horses when the Spaniards came. The Indians feared them, thinking them magic beasts.

Cortés always destroyed the Indian altars because he believed that the religion of these people was very

[76]

wicked. This daring Spaniard was anxious to have the Indians accept the teachings of the Catholic Church in which he believed.

The rich capital city of the Aztecs was built on an island in a lake which lay in the heart of Mexico. This old Aztec city was where Mexico City is today. The ruler, Montezuma, had heard from the swift messengers who carried news that a pale-faced chief was conquering Indian tribes along the coast.

Montezuma sent his best artists to see the strange men. These artists painted pictures of the men, of the white-sailed ships in which they came across the water, of their "fire sticks" from which smoke poured, and of the magic beasts upon which they rode. Messengers carried these picture cloths over the rough mountain roads to Montezuma.

The gentle Aztec ruler was greatly troubled. He did not know whether to fight these strange men or to welcome them to his land. His worry was made much greater because of an old, old belief of his people.

A story had been handed down from father to son and from priest to priest. This tale said that long ago there had lived among the Aztecs a white-faced god who had finally gone away to the Land of the Rising Sun. Before this god left, he had promised that he would return to reward the good and punish the wicked. Now, from across the blue waters where the Land of the Rising Sun surely lay, there had come these white-faced creatures. Were they gods or men? That ques-

tion worried Montezuma and made him wait when he should have struck boldly against the Spaniards.

Montezuma decided to send messages and gifts to the strangers, so that if they were gods they might be pleased. Aztec chiefs came to the Spanish camp bringing gifts of food, beautiful cloth, and articles of gold. These last were so wonderfully made that the Spaniards could hardly believe their eyes.

Cortés offered gifts in return — beads, a carved chair, and a red cap. One of the Aztecs pointed to a helmet which a Spanish soldier wore, and said that it was like one in their temple. Cortés quickly handed the helmet to the man, telling him to take it for Montezuma to see, but to bring it back filled with gold so that the king of Spain might know whether or not the gold of the Aztecs was like the gold of his own country.

When Montezuma heard the reports from his men, he was more worried than ever. At last he decided to send rich gifts to the Spaniards. He hoped that these would satisfy the strangers so that they would not come to his city.

This time his men set out for Cortés' camp carrying not only the helmet filled with grains of gold, but a circle of gold as big as a cart wheel. This was supposed to represent the sun, and a smaller wheel made of silver was intended to look like the moon. There were also bird and animal figures made of gold, as well as necklaces and bracelets set with precious stones. Little did Montezuma understand the Spaniards when he thought

[78]

that after receiving such gifts they would leave the country. They were now twice as eager to enter the great Aztec city.

Cortés set out now for the capital city, fighting those tribes who objected to his crossing their lands. He gathered many of the natives into his party, however, thus showing himself again to be a successful leader of men.

When the Spaniards were near the city, they heard that the ruler himself was coming out to meet them. If you had been in Mexico City on that November day in 1519 you would have seen a most splendid sight when Montezuma met Cortés. If you can imagine that you have slipped through time and space, perhaps you can see the scene as you read.

A crowd of Indian nobles moves down a broad street of the city. As they draw nearer, we see three officers carrying golden wands. Behind them is the magnificent chair in which the ruler rides. It is carried on the shoulders of nobles. Over the top of the chair is a covering made of brightly colored feathers. Each feather is hung with jewels, while the chair is trimmed with gold and silver.

Now the procession stops, a cotton cloth is spread, and the great Montezuma steps to the ground. On every side the Aztec people bend forward, and some lie flat upon the ground. No Aztec may so much as look upon the face of the emperor.

Montezuma wears a girdle and cloak of the finest



cotton cloth, and sandals with soles of gold. Both cloak and sandals have on them pearls and emeralds. On his head the ruler has a covering of green feathers.

Now the emperor speaks, bidding the Spaniards welcome to his city. Cortés in turn speaks of his pleasure in this visit and hangs about Montezuma's neck a necklace of glass beads.

The great ruler is again stepping into his chair. His nobles lift him above the bowing Aztecs and carry him away to his palace. The Spaniards strike up their music and set all their flags flying, as they swing into a march and follow the emperor's chair down the broad street. Tonight they will sleep in the great Montezuma's palace.

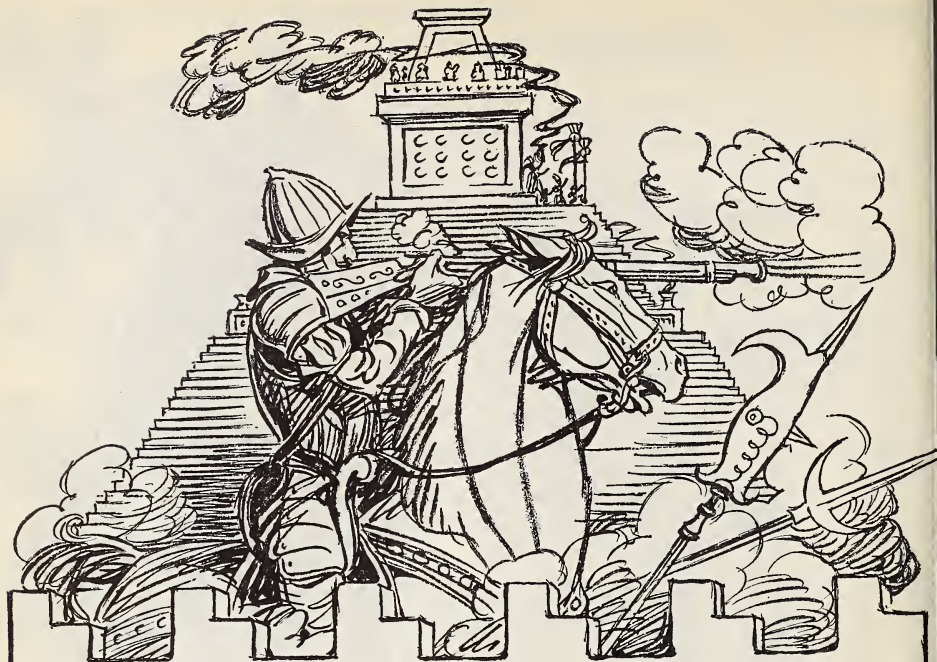
It would be well if our story could end here with this picture as our last memory of the sturdy explorer and the gentle emperor. However, we must read a little further if we are to find how Cortés claimed new lands for Spain.

Within a week the Spanish had conquered the Aztecs. Cortés and his men made Montezuma a prisoner and compelled him to swear to be loyal to the king of Spain. They also made him pay huge sums in gold. Still more riches were collected from other people. The temple altars were thrown down, and Christian altars and crosses set in their places.

Cortés then had to leave the city to meet a party of Spaniards who had been sent out to take control of affairs in Mexico. Of course Cortés would not allow

[80]





this; so he defeated the leader of the party and got most of the men to join his cause.

More fighting called him back to Mexico City, where the Aztecs were already rising against Spanish control. In this battle Montezuma was killed by stones thrown by the Aztecs. This happened when Cortés pushed the prisoner emperor into the line of battle hoping that he would ask his men to stop fighting.

Cortés stayed on in Mexico for some years conquering and exploring. He made trips to Spain but always returned to learn more about his land of gold. He did not always receive the help that he needed from the



Spanish king. He had enemies who put difficulties in his path. The fortune that he had taken from the Aztecs melted away. At sixty-two he died, worn out by the hardships which he had met.

For himself Cortés gained no lasting fortune by his





weary years in Mexico. But for the Spanish king he found land and gold, and for all the world he pushed back a little farther the boundaries of the unknown in America.





## CARRYING THE FLAG OF SPAIN AROUND THE WORLD

A brave man proves that the earth is round. — Five ships are sailing on the Atlantic Ocean, following a course southwest from Spain, toward the coast of South America. Because the man who commands this fleet of Spanish ships is a native of Portugal, the Spanish captains of the other four ships are jealous of him. It makes them angry to think that the king has given the command to a man from another country.

Now a day has come when the captains feel that they may dare to disobey the orders of their leader. For two months rain has fallen every day. The food is running short. The men are growing restless. The captains question the course which their leader has set. Finally comes this day when they refuse to fire the salute which is the sign of their respect for his command. Bringing their ships alongside that of the captain of the fleet, they talk of choosing a new course. Quick as a flash the answer comes back from the lips of their leader, "Follow the flagship, and ask no questions."

Thus it was that Ferdinand Magellan met difficulties with courage and a determined spirit. He needed both

these qualities, too, when he set out from Spain to sail to the Spice Lands. To reach these distant lands he planned to cross the Atlantic Ocean, to find a passage through or around South America, and then to sail across the Pacific Ocean.

No ship had yet made a voyage completely around the world. Balboa had seen the great ocean lying to the west of the Americas. The Portuguese under Vasco da Gama had found a route to the Indies by going around the southern tip of Africa. Magellan believed that he could reach these same Indies if he sailed west and made the journey around the earth. This was the same thing that Columbus had set out to do.

Ferdinand Magellan first told his plan to the king of Portugal, but that ruler thought him very foolish and refused to help him. The captain then went to the court of Spain, where young King Charles listened eagerly to his plan and soon after gave him five ships. In the fall of 1519 the little fleet set sail from Spain.

Following their flagship, the vessels came at last to the coast of South America. They touched long enough to take on food and water; then sailed south along this coast, always watching for a passage through which they might reach the ocean to the west.

The coming of winter made the fleet anchor for a time on the cold, bare coast. Here three of the jealous captains rebelled. There was open fighting between the two groups, but Magellan again proved that he could act quickly. Some of the leaders of the rebels were put

[86]

to death, while others were put on shore and left behind when the ships sailed away.

It was while they were still on this bare coast that Magellan's sailors saw some of the natives of the region. The men were large fellows, dressed in skins. They wore big shoes which were stuffed with straw to keep their feet warm. The Spaniards were so struck by these enormous shoes of the natives that they named this region Patagonia, which means "the land of the big feet." If you look in a geography today, you may still see the name Patagonia for a region on the southeastern coast of South America.

Magellan lost one ship which had gone on an exploring trip, but four sailed southward along the coast until at last they found a passage. Such a body of water is called a *strait*. This one was later named for the brave captain who was the first man to take ships through it. If you will look on your map, you will find the Strait of Magellan near the southern point of South America.

Another captain deserted the fleet and headed his ship back to Spain, but three vessels passed safely through the strait. This was a remarkable bit of sailing on Magellan's part. This narrow passage with its fogs, winds, and whirling waters is a very dangerous place even for the ships of today. Following their flagship, the vessels came through at last and sailed out into an ocean so calm and peaceful that the men called it the Pacific.



The storms were left behind, but new troubles lay before the brave leader, troubles which were harder to bear than winds or dashing waves. If you would know the suffering of the men, you must try to imagine yourself on one of the ships, sharing the hardships with Magellan and his Spaniards. It was in November when the ships left the strait and headed out into the broad ocean. Weeks passed, but still no land was seen.

Now with January more than half over, things are very bad. The drinking water is low. The food is nearly gone. The few dry biscuits which still remain are full of worms. Ropes hang from the ship's rail, trailing pieces of leather in the water. The men have cut these from the ship and soaked them for days. Hungry sailors drag up pieces of this water-soaked leather and cook it over an open fire. Other men are sawing boards to make sawdust. Mixing this with a little water they eagerly gulp it down. For an hour or two the gnawing pains will leave their stomachs.

From below deck come cries of joy. Men are running and shouting wildly. Now a man rushes on deck crying, "Food, food! Now I can eat!" In his hand he carries a big rat which he has just killed. The other men fall back with disappointed faces, for one rat will not feed many hungry sailors.

Men lie about on the deck too weak to go below. Their faces are terrible to see. Not only are Magellan and his men starving, but many are sick as well.

This agony went on for many more weeks. It was [88]



the middle of March when the ships finally anchored off an island where there was food and fresh water.

The islands which Magellan had reached at the end of his terrible journey across the Pacific were the Philippines. The natives were friendly and the king exchanged visits with Magellan. The captain at once began to trade with the people and at the same time to preach to them of the Christian religion.

Things looked bright for the Spanish fleet, but trouble soon visited them again. Two island chiefs went to war, and one asked Magellan to help him. In a fight which followed, this brave leader and eight of his men were killed.

One ship was left behind because there were no longer enough sailors to man three vessels. The party set sail for the Indies, where it was found that another ship was leaking badly. The one remaining vessel took on a great load of spices and set out for Spain. Food was scarce; the men died of disease; enemies chased the ship; but in spite of all this it sailed on and on, until one September day in 1522 it anchored in the harbor of Seville, Spain.

Three years had passed since Magellan gave his order, "Follow the flagship, and ask no questions." Eighteen men who set out with him sailed back into Seville. They had endured terrible hardships, but they had spread the claims of Spain over half the world and they had proved beyond any doubt that the earth was round. How we wish that wise, brave Ferdinand Magellan might have lived to bring his own flagship into port!

## SEARCHING IN VAIN FOR GOLD

**A rich young general seeks the Seven Cities.**—Indians who wandered into Mexico from the north had told tales of seven cities which lay far away in the land from which they came. The Spanish settlers had long wondered about these unknown cities, usually called the Seven Cities of Cibola. Men dreamed of some day visiting these strange places and of taking for their own the gold which the cities were reported to contain. Then came tales of the strange people who lived in houses of many stories. Perhaps these huge dwellings were in the seven cities. Perhaps if the Spaniards made a trip to this distant land, they could seize rich treasure as Cortés had done in Mexico. It was a thought which sent the blood leaping in the veins of adventurous Spaniards.

The man who governed Mexico for King Charles listened to the reports and finally put them before a rich young Spaniard who had recently come out as governor of one part of the country. Francisco de Coronado was not only young and rich, but he was also a man of action. He determined to turn dreams into real events by finding the famed seven cities.

Coronado's first move was to send two men to learn what they could of these cities. One of the two was a monk named Marcos de Nizza, who was called Friar Marcos. He had traveled widely while teaching and preaching to the Indians. The other man who was to guide the Friar was a Negro, Estevan by name, who



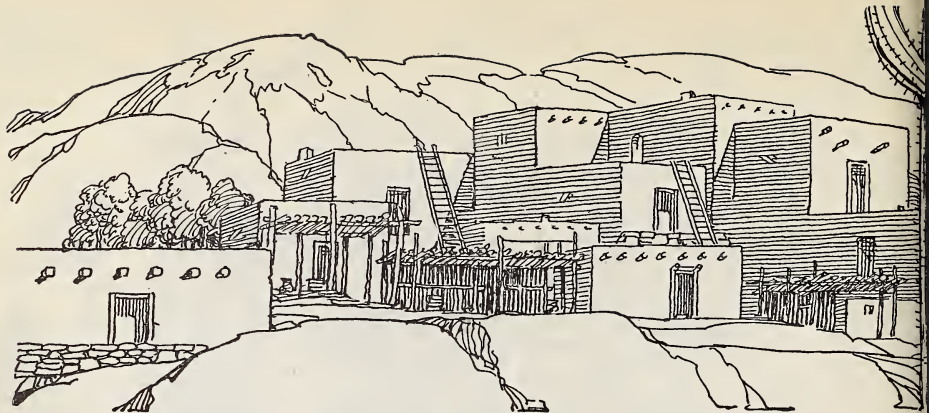
had gone on a long journey with an earlier explorer. A number of Indians went with Estevan and Friar Marcos.

After they set out, the Negro and a small group of Indians went on ahead of Friar Marcos and the main party. Estevan sent back a big cross, which was the sign to his leader that he had heard more news of the cities. The Friar hurried as fast as he could go to catch up with the Negro, but just before he reached the seven cities a frightened Indian brought him the news of Estevan's death. The Negro had dressed himself in gay clothing and had entered Cibola shaking a gourd and ringing a bell as he had done in earlier days when he was exploring with the Spanish. The Indians had promptly killed him.

Friar Marcos went to a hill from which he could see Cibola. This was a city of Indian pueblos. At a distance with the sun shining on it, the city did seem to have houses of stone, although these were really made only of mud into which small stones had been mixed. A blue stone called turquoise was found in the region, and it had been used to decorate doorways. The pueblos were three, four, and five stories high.

It is no wonder then that Friar Marcos, who wanted to find rich cities, reported to Coronado of Cibola, "Its appearance is very good — the handsomest I have seen in these parts." It is no wonder either that Coronado, who wanted to set off on an adventure which would bring him fame and riches, accepted this report as proof that he would find what he was seeking.





A great company was collected to go with Coronado. Supplies were bought. Horses and mules were loaded. At last the day came when the party passed proudly before the officers of the emperor. Perhaps you can think yourself back to that Sunday in February, 1540, when the party marched in review. Can you see the brave show? Do you hear the roll of the drums and the sound of marching feet?

At the head of the party rides Coronado, his gilded armor glowing like gold in the sunshine. Now come the young Spanish nobles who are to go with him. They ride two by two on splendid horses. Each animal has a brightly colored blanket which hangs to the ground. Each man wears a sword swinging at his side and holds a lance erect in his left hand. Do you see the sunlight dancing on the shiny armor which the horsemen wear?

Behind the horsemen come the foot soldiers marching to the quick notes of the drum. Each one carries his weapons, and on his head wears a helmet of iron or of heavy leather. Overhead waves the banner of Spain.





The great company pauses before the chief officer of the emperor, who waits with prayer book in hand. The men raise their right hands and swear not to desert their general and to obey him in all things.

Now the party moves on to the edge of the city, where wait a thousand Indians dressed in all their gay feathers and paint. Here, too, are herds of cattle, flocks of sheep, and dozens of stout mules loaded with goods. Coronado has provided freely for his men, but he has forgotten that such a great company of men and animals can move but slowly. However, they are off at last, marching steadily north, to find the riches of the famed Seven Cities of Cibola.

Unfortunately Coronado and his gay company could not go far on their journey without some difficulty. Troubles began with getting the great party through the country, where roads were few and poor. Soon they met another Spaniard returning from a trip in which he too had looked for the seven cities. He told them that he had seen nothing to make him feel that



any treasure would be found if the cities were reached. Still the party pressed on, coming at last to the long-looked-for cities, which were taken only after sharp fighting.

When the men entered the seven cities, it was to find that after all they contained only rude Indian houses. Not a bit of gold was to be found. The best that the city offered was food — beans, corn, fruit, and salt. Coronado and his men were so angry that Friar Marcos, who was in the party, left them then and there.

Coronado sent out smaller parties who learned something of the country for many miles about. One group reached the Colorado River and saw the beauty and wonder of what we now call the Grand Canyon.

An Indian from the plains far to the northwest told tales of a rich and splendid city among his own people. Coronado, greatly disappointed over Cibola, set out with this Indian as his guide to find this new city, which was called Quivira. Leaving the main body behind, he and thirty of his best men followed the Indian over the plains for forty-two days, searching for the city and its promised gold.

At last they came to the part of the country which we now call central Kansas, and there they found Quivira. Was this the answer to all their wishing for riches? No, only a circle of low tepees covered with grass and branches met Coronado's eager gaze. The nearly naked Indians had not a speck of gold or any other riches that the Spaniards valued.

Wearily the men turned back, joined the remainder of the party, and after several delays set out for Mexico. It was a small, unhappy band of men who went before the officers of the emperor to report that they had failed to find any riches. Because they had found no gold, they felt that nothing had been gained.

In feeling this, Coronado and his men made a mistake, for they had learned more about the Southwest than any party had ever learned before. The lands which they had seen were all claimed by Spain. In later years this same region yielded rich stores of silver and added many thousands of square miles to the Spanish empire in America.

**A proud Spaniard searches far and wide for gold. —**  
At about the same time that Coronado was setting out, another Spaniard was being stirred by dreams of gold to be found in the New World. Hernando de Soto had been a member of a party which had found a rich city in South America. The gold which he had brought back from that trip had made him a wealthy man, able to marry a lady of high position and to have a beautiful home. Even so, De Soto was not content. He dreamed of finding in the region north of the Gulf of Mexico another golden city such as those that had been found in Mexico and South America.

The tales told by some explorers who had been in North America stirred De Soto to action. He secured from the emperor the right to explore and control Florida and to act as governor of Cuba. Florida was the

name given at that time to much of what is now the southeastern part of the United States. No one knew exactly how far it extended, because so little was really known about the country.

Hernando de Soto hoped that in addition to finding rich cities in Florida he would come upon a strait or a river which would lead to the Pacific Ocean. Explorers had not yet given up the hope of finding some direct waterway across America by which ships could pass from the Atlantic to the Pacific.

As soon as the word went out over Spain that the rich young De Soto was to lead a party to the New World, there came flocking to his city men of every rank. Gay young nobles left their estates; officers of the government gave up their positions; gentle friars left the poor whom they served; and workmen quit their labors. All wanted to join the party, for it was expected beyond a doubt that fame and fortune awaited them in the New World. When the fleet of ten vessels put out from Spain, many disappointed men were left standing on shore because there was not room on board for all who wanted to go.

After a pleasant journey across the ocean the fleet put in at Cuba for more supplies and then sailed on toward Florida. It was the latter part of May, 1539, when a landing place was found on the western coast.

Such a sight as the party made when all was ready for the march, you have never seen. Perhaps you can best understand the blaze of glory in which De Soto's trip

[98]







began and the sadness in which it ended if you will try to believe that you are living in the years between 1539 and 1542, with the power to catch glimpses now and then of these wandering gold hunters. Your first glimpse shows you the party of nearly six hundred men setting off on its first long march.

At the head of the company rides the proud leader with thirty of his nobles around him. They are mounted on prancing horses. Their armor shines in the morning sunlight, while their weapons gleam like the gold which they are seeking. Overhead the flag of Spain floats gaily in the breeze.

Gray-robed priests and friars carry with them the necessary articles for holding religious services in the wilderness. Here are workmen marching along with tools slung over their shoulders. A carpenter, a ship-builder, and a cooper will build the boats and water barrels needed when the party travels by stream. A blacksmith will repair weapons and make tools at the little forge which is being carried between two men. The doctor has medicines and bandages.

Behind the men come the great droves of hogs which are to help feed them as they travel through the wilderness. The animals squeal and root about in the thick grass looking for food. Our ears catch another sound coming from the very rear of the company. It is the loud baying of half-savage dogs. Snarls and snaps greet us as we draw nearer. Giant bloodhounds strain and pull at their chains, anxious to be off on the trail.

We shiver a bit in the warm June sunshine as we watch these great animals. The Spaniards have brought them to capture Indian slaves who may run away. It seems a long way from the gleaming armor and floating banners at the head of this party to the rear where the half-wild dogs only wait their chance to tear some helpless Indian to pieces.

The company is off at last on the long, hard journey. There are no roads and few trails. Men and animals alike scramble over rough places, sink in the swamps, then find themselves lost among the trees and vines of the forests.

We shall not attempt to follow the winding course of their long journey, which in four years took them over much of the southeastern part of the country. No one today knows exactly the route which De Soto followed, but it seems likely that he crossed what are now the states of Georgia, North and South Carolina, Alabama, Mississippi, Tennessee, Arkansas, and Louisiana.

Hernando de Soto was a stern, harsh man who expected the Indians to provide him food and to furnish him with slaves to do his work. He always captured the chief of the tribe and held him prisoner while passing through his country. In this way he was able to get supplies and servants, but the Indians hated him.

Early in his wandering De Soto heard of an Indian city ruled by a princess and set out to visit it. The princess treated him kindly, giving his men food and shelter and making De Soto a gift of pearls. The city

was only an Indian village, but the country round about had rich fields. Some of the men suggested that they settle there and make a Spanish colony, but the proud leader refused. He had come in search of gold and nothing less than the shining metal would satisfy him.

At another time the Indians fought a hard battle with the Spaniards, killing eighteen of them and wounding one hundred fifty others.\* A fire set by the Indians destroyed much of the goods belonging to the Spaniards. They lost most of their clothing, all of their medicines, and the articles used by the priests in holding religious services. These losses caused the sick and weary men to suffer still more.

About two years after their landing in Florida the party came to a great river which flowed toward the south. It was a wide river with high banks. To the Spaniards it was just another difficulty which stood between them and the gold which they sought, but we know that this was the Mississippi River. Probably De Soto's soldiers were the first white men who ever saw this great stream.

Here beside the stream the men made camp while boats were built in which to cross the river. Here we catch our second glimpse of the once proud company.

Tents have been set up on the bank of the stream. Skins and branches of trees cover the holes which have worn in the tents. The tired horses are tied to trees near the camp, while the thin hogs run about hunting acorns and roots to fill their hungry stomachs.







The sounds of axes and hammers coming from the woods tell of the boatbuilding. Near the tents a group of soldiers are lying in the sunshine playing cards. Some have made coverings of vines, while others wear trousers of skin, but a worn silk garment or two among them reminds us that, two years before, these men were clothed in suits of gay-colored silk and protected by shining armor.

Indian slaves are pounding corn on hollowed stones, while one sifts the pounded grain through a coat of mail. Each slave wears about his neck an iron collar to which a long chain is fastened. The clanking of the chains mixes with the snarling of the bloodhounds which are tied to a tree. At one side a group of friars have raised a wooden cross and are kneeling before it in prayer. Their gray gowns, held at the waist by strips of deer-skin, hang in rags about their legs. This is what remains of the gay company that we saw setting out from the Florida coast two years ago.

Time moved on. The boats were finished, the river was crossed, and still the weary search for gold continued. Never once did De Soto find even a tiny bit of the precious metal. Again and again he marched his men on long journeys only to be once more disappointed.

At last he realized that his own strong body could go no farther. Fever had seized him, and he knew that the end was near. He made one last attack on the Indians, then took to his bed. Calling his men about him, he chose one of his officers to lead them back to the

[104]

Spanish colonies in Mexico. He received the promise of the men to obey the new leader, then listened to the words of the priest, and went to sleep for the last time.

Three years had passed since the party landed in Florida. More than another year was to pass before the new leader and his three hundred eleven gaunt, weary, half-naked men reached Mexico.

Now, on the banks of the Mississippi you are to have your last glimpse of De Soto. It is midnight. The darkness hangs over the camp on the riverbank like a heavy curtain. A group of men slip out of a tent and begin to dig in the earth. Now they lift from a shallow grave the body of their beloved leader. Yesterday they buried him here, but fearing that the Indians will find his body they have decided to give him a really safe burial place.

Moving as silently as cats, the men bear the body down to the riverbank. Laying it in a boat, they tie stones to the coverings, then dip their oars softly, lest some Indian ear hear the lap of the waves.

Far out to the center of the river they row. With oars still for a moment, and a priest murmuring a prayer, they lift the body of Hernando de Soto and drop it over the side of the boat. Down, down, it sinks through the black waters, to find a last resting place at the bottom of the mighty river. Not the gold which he sought, but a burial in the river which he discovered was the reward of this proud, headstrong Spaniard for his years of hardships in America.



### SEEKING EL DORADO, THE GILDED MAN

We have followed the fortunes of the Spanish explorers in North America and have found that most of them made their journeys into the New World because they hoped to find gold. While only a few found the riches which they all desired, these men each gave a service to Spain. Much of the southern half of the continent was first known to the world because these bold Spanish explorers pushed over its plains and mountains [106]

and through its forests and swamps. As a result of the journeys made by these early explorers Spain claimed and held for many years vast stretches of North America.

Now we must turn our eyes toward South America, where much the same thing had happened. In the face of even worse difficulties than North America offered, explorers went through the forests, over the extremely high mountains, and down the rushing rivers. Most of these explorers were Spanish, and for that reason the larger part of South America became for many years part of the great Spanish empire. A few Portuguese came to explore and settle; so certain parts of the continent became colonies of Portugal. Practically all of South America was at one time held by these two countries. Indeed their influence was so great that even today, after the countries of South America have been free for many years, Spanish and Portuguese are commonly spoken on the southern continent.

As in North America, the early explorers wanted to find gold. Here, however, it was the story of El Dorado, the gilded man, which led them on even through the most terrible dangers. The story was that far away in the forest there lived an Indian chief who ruled a rich people. He had so much wealth that each morning his servants dusted him with fine gold dust. As he moved about during the day, he gleamed in the sunlight. In the evening he washed away the dust in the river, and the next morning he was again sprinkled with fresh



gold dust. Such was the story of El Dorado, whom every explorer in South America hoped to find.

Just as the Aztecs of Mexico were more civilized than the other Indians of North America, so in South America there were some tribes which had far more civilization than their neighbors possessed. Two of these tribes had great treasures of gold and precious stones; so of course they were among the first Indians to be attacked by Spanish explorers determined to find El Dorado.

**A man with a single purpose comes to America.** — Francisco Pizarro was a poor, ignorant man who could not even write his own name, but he never gave up in the face of hardships. With two other men almost as poor as himself, he had formed a company to explore in South America. Pizarro made up his mind at the beginning to find the golden city of which the Indians told, and nothing turned him from his purpose.

Pizarro led the exploring party while his partners secured supplies and took them to him. Because they had so little money with which to get supplies, Pizarro and his half-starved men spent many months waiting along the coast for the ships to come.

At one time the party waited on a small island off the northwestern coast of South America. The rain fell so steadily that their clothing rotted and their armor rusted. They had only fish to eat to keep from starving. Mosquitoes bit them day and night. Men fell sick and died, until only a few were there to greet the ship when it arrived.

The ship brought food, but it also brought a letter from the governor ordering Pizarro to bring his men back from this foolish undertaking. The bold Spaniard was not one to accept such an order. We do not have to guess at what he said and did when he heard that letter read, for one of his men set down the story which was later written in our language. Try to see the men on their bare, sandy island, and hear the ringing words of their leader as he speaks to them.

Pizarro stands before his men, who are already talking of the comforts of dry clothing and full stomachs. He draws his sword and with it traces a line on the sand from east to west. With his face toward the south he begins to speak. "Friends and comrades! On that side are toil, hunger, nakedness, the drenching storm, desertion, and death; on this side, ease and pleasure. There lies Peru with its riches; here, Panama and its poverty. Choose, each man, what best becomes a brave Spaniard. For my part, I go to the south."

As he finishes speaking, Pizarro steps across the line. Will the others follow? Yes, a sailor follows his captain. Now a man of noble birth steps over the line, followed by eleven other men. In all, fourteen men stand ready to face death in order to find the riches of Peru.

For seven months more the Spaniards waited for Pizarro's partners to send a ship and supplies. When it came, they sailed southward along the western coast of South America and came after some days to the first of the rich cities of Peru.

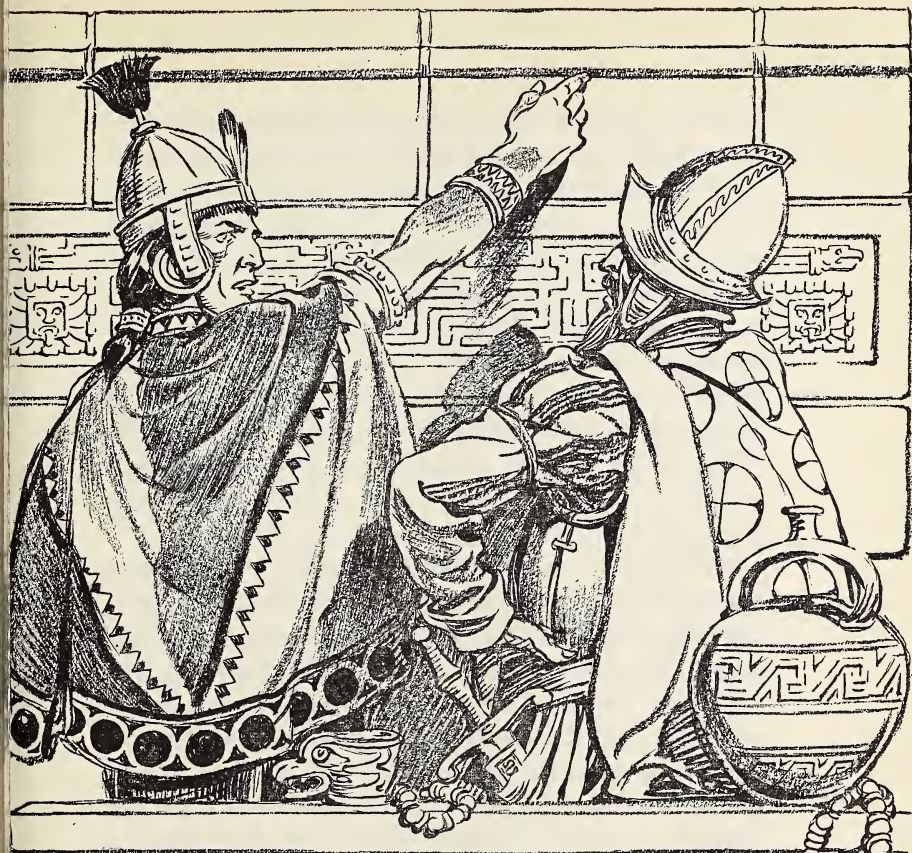
The Spaniards were amazed to see the splendid stone buildings, the beautiful embroidered cloth, and the quantities of gold and silver vessels and ornaments. The people of Peru were equally astonished at the great sails of the vessel and at the iron tools, weapons, and armor of the men. They admired the white skins of the Spaniards, and tried to wash away the color from a Negro slave who happened to go ashore. The natives were friendly Indians who gave fresh food and gifts to the Spaniards.

Pizarro went back to Spain to get more help before attempting to conquer Peru. He secured three ships and one hundred eighty men, and in the autumn of 1532 he reached the chief city of Peru. Here lived the ruler called the Inca. Messages passed between Pizarro and this ruler, and at last the Inca met the Spanish leader for a friendly visit.

The events of that day and of the weeks that followed are no credit to Pizarro. The Spaniards attacked while the Inca was extending his welcome. Two thousand







unarmed Indians were killed, and the Inca was made a prisoner.

The Inca made a mark high on the wall of the room in which he was held and promised that he would fill the room with gold up to this mark to pay for his release. Pizarro accepted the offer, and the Indians brought gold



beyond anything that the Spaniards had ever dreamed of finding. Drunk with their love of gold, the white men stole still more of the precious metal. Then after accepting the gold which the Inca had paid for his release, the Spaniards added the last blot to their shame by putting the Indian ruler to death.

Pizarro conquered Peru. The gold from its mines flowed into Spain, making not only Pizarro but many other people rich. However, Pizarro knew no peace in the new country of which he was made governor. One of his partners turned against him and there was almost constant fighting in Peru. When Pizarro was seventy years old, he was killed in one of these fights.

**A Spaniard crosses South America by water.** — One event which occurred while the Spaniards were exploring South America was of enough importance to relate here. Francisco Orellana was a young Spaniard who joined the party of Gonzalo Pizarro. The latter was a brother of Francisco Pizarro who conquered Peru.

Gonzalo set out to find a rich country of which he had heard from the Indians. Having gone far into the country, the party was short of food. On the bank of a river they built a rude boat, and a group of men under Orellana put out in it to find supplies. They did not know where the river led, or anything about its size or its currents. Yet they were so nearly starved that they set out on it in their clumsy boat, hoping to find food.

They were really on the headwaters of the Amazon River, the largest stream in the world. Once started  
[112]

on this mighty river they could not go back, but were swept quickly along on its current. A priest in the party kept a record of the journey and thus we know what happened.

They became so weak from lack of food that they crawled on their hands and knees into the forest along the edge of the stream. There they dug in the ground for roots and worms. Indians along the way were savage, and they could get food from them only by fighting. As they approached the mouth of the river, the tide from the ocean swept in and threatened to wreck their boat.

Through all this danger and hardship Orellana and his men lived and reached the Atlantic Ocean. They had crossed South America from west to east, making most of the journey on the waters of the Amazon River. They were the first white men who ever explored the course of this mighty stream.

In South America as well as in North America it was the hope of finding gold which most often led the Spanish explorers to make their trips into the country. Even though they were greedy for riches and often cruel to the Indians, these sturdy old Spaniards left us a memory of men who could endure hunger, cold, pain, and danger. They were a race of men who never gave up the prize they sought until death took them.





### A WORD GAME

At the end of the last chapter you made a list of certain words which are used to carry the ideas with which history deals. Here are some new words that occur in this chapter to add to that list: *settler, capital, explorer, chief, claim*. Write a sentence of your own using each of these words.

Below is a game that uses other words new to this chapter. In the right-hand list find a group of words to explain the meaning of each word in the left-hand column.

stowaway	a covering of metal worn to protect the head
adventurer	the ship of the commanding officer of a fleet
helmet	a person who carries out bold and difficult undertakings
salute	a person who hides on a ship to get a free trip
flagship	an honor paid by raising the hand to the head or by firing guns
forge	a great house of several stories and many rooms in which all the people of an Indian village may live; such houses are used by certain Indians in the southwestern part of North America
pueblo	the act of running away
desertion	a place where metal may be melted



### A MAP STUDY

In this chapter you have a map showing part of North America and another showing South America. On these maps trace the routes of the explorers mentioned in this chapter.

In your geography or in an atlas find a physical map of North America. What natural difficulties that would hinder travel lay on the route followed by Coronado? What natural advantages did the country crossed by De Soto have over that crossed by Coronado? Both of these explorers thought they had failed because they found no gold. If they had come to make settlements instead of seeking gold, which would have had the better chance to succeed? Why? Use your physical map to help you find the answer.

Your map of South America shows Brazil as belonging to Portugal. How did it happen that Brazil was Portuguese territory?

On a map of the world trace Magellan's route. What new parts of the world did he bring under the Spanish flag?

### MAKING A TIME TABLE

Make a time table for all the men who explored for Spain. Head your list with Columbus's first voyage in 1492. Arrange the names of the explorers in order of time. After the name of each explorer put the date when he explored. In the case of a man, like Columbus, who made more than one voyage to America his name may appear two or more times.

How many years were there between the earliest and the latest explorer listed?

Keep this time table for future use.





### SOME THINGS TO DO

1. The scenes described in this story would be interesting to act. You might like to try acting them without words. If you want to use words, talk together about what the characters would probably say and then try the speeches without writing them.
2. The scenes in this story would also make interesting pictures. Use big sheets of paper. Keep your colors bright and strong and your figures large.
3. Choose one explorer and look in the library for a longer story about him. Remember that you can find facts more quickly by using the table of contents and index in a book.
4. Make a list of the qualities which you admire in these Spanish explorers. In another list set down all the qualities which you do not admire.
5. Look at all the pictures which you can find of the Spanish explorers. Do you see any way in which these seem alike?
6. Some boys and girls like to express their ideas in verse. Could you write a verse about some one of these explorers whom you have admired?
7. It has been said, "Magellan proved that Columbus was right." Explain what this statement means. If Columbus had found the route that Magellan took around

South America, is it likely that he could have reached India? Give a reason for your answer.

8. When you have finished the next chapter you could have a pageant that would show the Spanish, French, English, and Dutch explorers of North America. As a scene is acted on the stage to show the adventures of an explorer, it might be interesting to have one child color a large outline map to show the region explored by that man. By using a different color for each nation you can easily see, when you have finished, the claims of each. If you intend to give a pageant, it would be well to begin planning now. In that way any scenes that you work out can be used later.

#### SOME BOOKS TO READ

Raymon P. Coffman and Nathan G. Goodman have written a book in which you will find stories of many explorers. It is called *Famous Explorers for Boys and Girls*.

*The Magic Fountain* by Sadyebeth and Anson Lowitz is a picture storybook about Ponce de León.

Spanish explorers brought the first horses to America. *Stormy* by Dorothy Childs Hogner tells an easily read story of a little colt of this long ago time.

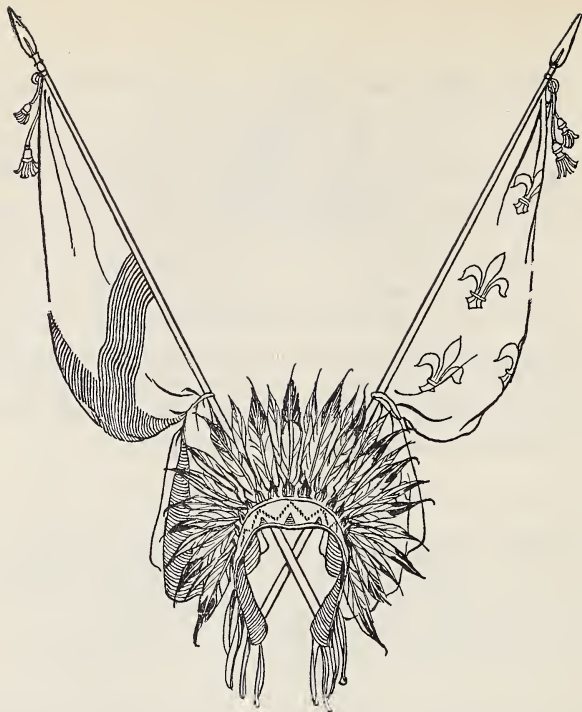
If you read well, you will enjoy these books:

Shannon Garst, *Marching with Coronado*

Louise Andrews Kent, *He Went with Magellan*

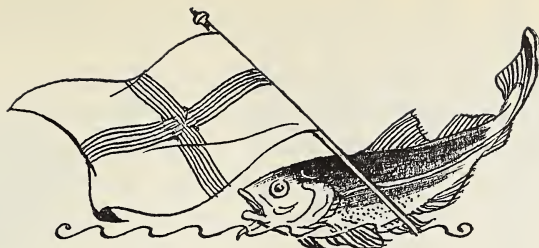
Two books, parts of which you might enjoy hearing the teacher read, are *Young Folk's Book of Other Lands* by Dorothy Margaret Stuart and *Cortez and the Conquest of Mexico in 1521* edited by B. G. Herzog from the writings of Bernal Diaz del Castillo.





## ENGLAND AND FRANCE CLAIM LAND IN AMERICA

Spain was not the only country of Europe that looked with longing eyes across the Atlantic Ocean. Soon after Columbus returned from his first voyage, the news spread over Europe that land could be reached by sailing west. Men of many nations set out in the years that followed to find adventure and fortune in the lands beyond the Atlantic.



## ENGLISHMEN EXPLORE THE LAND AND SAIL THE SEAS

**An Italian merchant carries the flag of England.** — One of the bold sailors who listened eagerly to these stories of strange lands was an Italian merchant who had moved to England. This man had been born in Genoa, the town that was also the birthplace of Columbus. He had probably listened to tales of the sea from his boyhood. As a man he went to live in the great trading city of Venice. Here he certainly heard the stories that Marco Polo had told so long before. He may have traveled with other merchants of Venice to the Far East to trade in spices and silks.

When our story begins, this Italian sailor-merchant had set up a home in Bristol, a seaport of England, and was using the English form of his name, John Cabot.

People in Europe still thought at this time that Columbus had reached islands off the coast of Asia. So John Cabot dreamed not of finding a new world, but of reaching other parts of the wide stretch of country that was believed to belong to the Great Khan, who ruled a large part of Asia.

Cabot asked King Henry VII of England for the



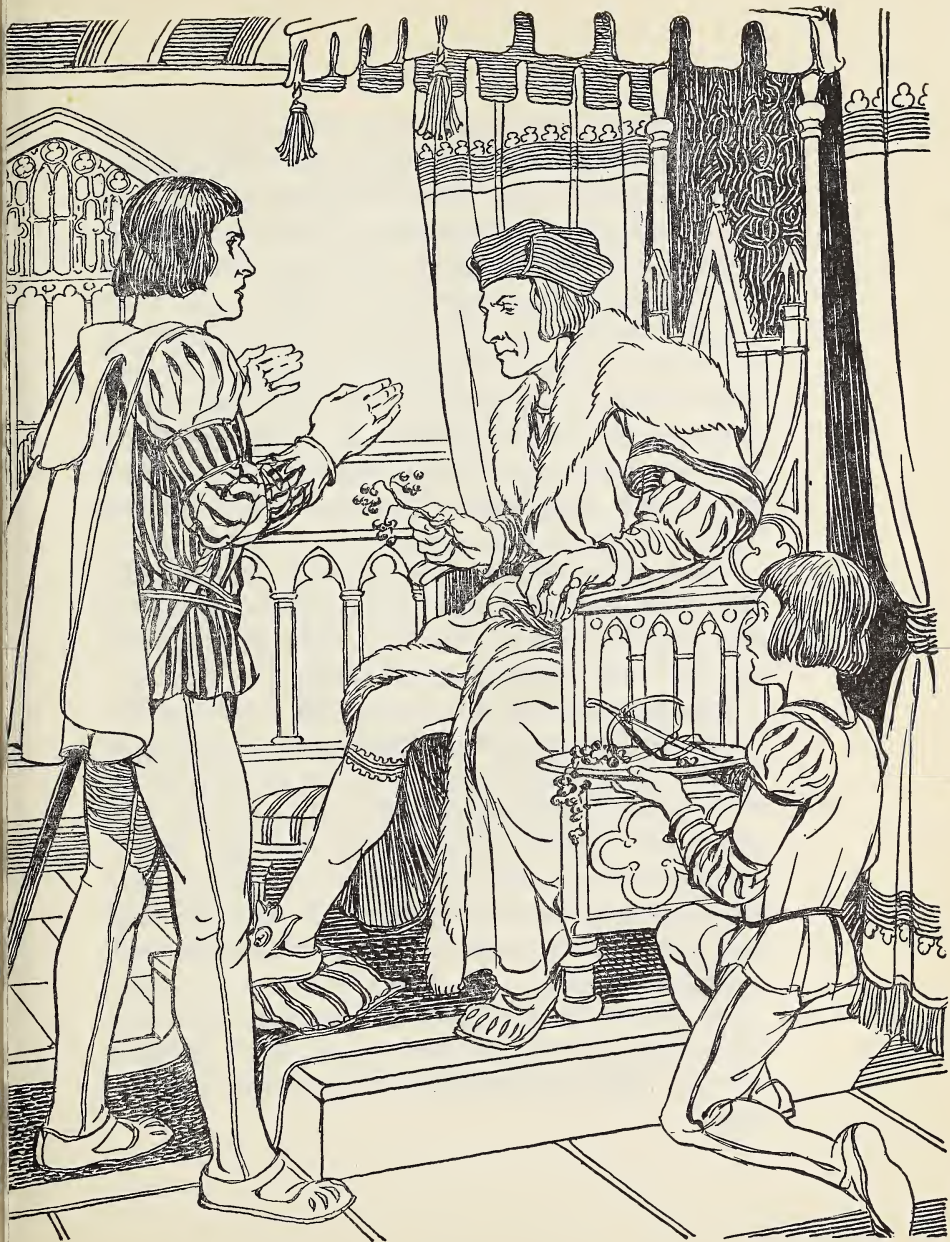
right to sail. The king was glad to have him go, since it was arranged that one fifth of all the riches which Cabot found should belong to the king, while the merchant himself paid all the expenses of the voyage.

How would you like to have sailed out into an almost unknown ocean in a boat so small that it required but eighteen sailors? That was exactly what the daring Cabot did. Setting out from Bristol in May, 1497, the little ship, the *Matthew*, made its way almost due west. It touched at Newfoundland, sailed around the mouth of the St. Lawrence River, south to Cape Breton Island, and perhaps along the shores of Labrador.

When the men went on shore to explore and to fill the water barrels they found no people, but one of them almost fell into a trap made of a young tree and strips of deer hide. When the men saw this, they knew that people lived along the coast.

The most important act of the explorers was to set up on a hilltop a great wooden cross with two flags flying near it. One was the flag of England, the other was the flag of Venice. John Cabot established the claim of England to all the lands along this coast. This claim, forgotten for nearly a hundred years, was finally recalled by an English king, and because of it England claimed great stretches of land in America.

Now can you imagine yourself in the room where King Henry sits while attending to matters of business? Here on an August day in 1497 comes John Cabot to make his report.



The sturdy sailor-merchant stands before his king with hands quite empty of riches, for he has brought home only a deer trap, a few berries from a forest tree, and a wooden needle such as men use for mending nets. He has, however, a story to tell which interests the king more than trap, or needle; or berries.

It is of the fish that Cabot speaks. Never before had the sailor-merchant seen such vast numbers of fish. When baskets weighted with rocks were dipped into the water, they came up filled. As the explorer talks, the wise old king chews on the berries which Cabot has brought him and thinks of the riches which he had hoped to gain from this voyage.

These berries are surely not spices such as the Far East offers, but perhaps the fish of which Cabot tells may yet bring gold to England. Truly the "Land of the Cod" may in time be worth much.

Very well pleased with John Cabot, even if he has brought no gold, King Henry now reaches into his own purse for some gold coins. As he places these in the hands of the explorer, the king also calls him admiral and promises to furnish him men and money for later voyages. The new-made admiral bows low before his king and then walks out of the room with head high. A proud and happy man will return tonight to Bristol.

John Cabot did make a second voyage the next year, upon which he explored more of the North Atlantic seacoast. His son, Sebastian, went out with him and [122]

later made voyages alone. The records of the later trips of both John and Sebastian are not very clear, but that does not greatly matter. John Cabot did two great services for his adopted country, and these he accomplished on his first voyage. He claimed much of the Atlantic coast of North America for England, and he carried to Europe news of the splendid fishing grounds in the North Atlantic.

**A daring Englishman sails around the world.** — On a June day in 1579 a ship sailed into a little bay on the western coast of North America in what is now California. The crew of that small vessel were more than glad to find shelter in this bay, for they had sailed for many months in all sorts of weather. Their leader set down in his record, "It pleased God to send us into a faire and good Baye, with a good wind to enter" into this "safe and convaynient and fit harbour."e.

It was thus that Francis Drake, most daring of English sailors, found a shelter in which to repair his ship. Then for the first time an Englishman looked upon the shores of what we now call California.

Who was this bold seaman? Why was he so far from English waters? Francis Drake was perhaps the most able sailor in all England, but the Spanish would have told you that he was also a pirate. Had you looked into the hold of the *Golden Hind*, where thirty-five tons of gold and silver lay, together with pearls, emeralds, silks, linens, and other valuable goods, you might have agreed that the Spanish were right.



Francis Drake grew up hating the Spanish, who were not only very rich but also strong Catholics. Drake himself was a Protestant, and in those days the quarrel between Protestants and Catholics was very bitter. He went to sea when he was fifteen, and in the years that followed he learned everything there was to know about sailing a ship. He also learned during those years why Spain was the richest nation in Europe. Every ship which crossed the ocean from the New World carried treasures to King Philip and the Spanish merchants. Gold, silver, and precious stones from the mines of Mexico and South America poured into Spain.

As Drake watched this flow of riches, he made up his mind that he would have a part of this Spanish gold for England and at the same time pay off some of his old scores against Spain. He succeeded so well that the Spanish called him "the Dragon" and "the Master Thief." The officers of Spain objected to Queen Elizabeth of England about the robbing of their treasure ships; but the two nations were not very good friends and the queen was secretly rather proud of her daring young seaman; so he received no punishment.

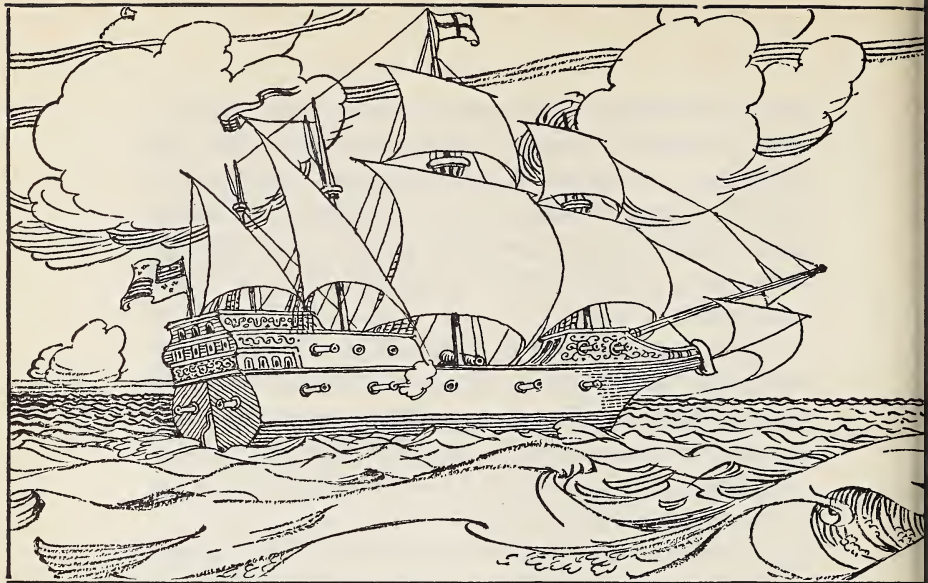
By and by Drake proposed a new voyage, greater than any he had yet made. He would not only seize Spanish treasure, but he would claim lands in the New World for England. Perhaps he might find another Peru where gold could be had for the taking. Certainly he would search for a water passage through America. The queen listened to these plans and liked them, but [124]

she remembered also how angry the Spanish were; so she decided that it would be well to fool them. The word went out that young Drake was taking a fleet to Africa, but as soon as the vessels had reached the coast of Africa they turned their course toward the west and made straight for the Spanish lands of South America.

There were five vessels in the little fleet. Drake's own ship, the *Pelican*, which he later renamed the *Golden Hind*, was fitted up in grand style. He had hangings of silk on the walls of his cabin, vessels of silver from which to eat, and men who helped pass the long hours by playing music.

The men were well cared for too. Fresh food, plenty of water, exercise, and fun kept them healthy and happy. Drake was firm with the men and expected them to obey orders, but he always provided for their wants, and they in turn were loyal to their leader. Certainly they must have admired his cool courage.

After various adventures the ships came in the autumn of 1578 to the Strait of Magellan. Since Magellan had made his difficult passage through this strait more than fifty years before, the Spanish had told little about it, perhaps because they wanted to keep other ships out of the Pacific. Drake got through the strait but became separated from his other ships. From this point on he had to depend upon his one vessel, now called the *Golden Hind*, to carry him through his voyage.



Sailing up the coast of South America, Drake and his crew of about forty-five men began to gather treasure. The Spanish towns and ships were easily robbed, because no one ever dreamed that an English vessel could get into the Pacific Ocean. Drake did not shoot a single Spaniard or Indian, although he did set some Spanish ships to drift without sails or oars, after robbing them. It was treasure, not blood, which the bold seaman wanted.

The men had various adventures. One time they found a Spaniard asleep on the shore, with thirteen bars of silver beside him. The men reported to Drake, "We took the silver and left the man." Can you see that astonished Spaniard when he awoke?



At another place they found an Indian and a Spaniard driving eight llamas, which are South American animals somewhat like sheep. Each llama had on his back two bags of leather, and in each bag were fifty pounds of fine silver. This treasure they took without difficulty.

Not all the riches were taken so easily as these, however. Sometimes the cannon of the *Golden Hind* were needed to make the Spanish understand that the English captain meant business. Not only gold and silver, but fine wines, food, and many other prizes were taken.

One time two strong Spanish ships set out to capture the *Golden Hind*. Drake knew that he could never fight these vessels; so he spread all his sails and made off at top speed. Hour after hour the chase went on, with



the Spanish now and then coming close enough to fire a shot, while the stout English sailors shook their fists at them. All day and all night they raced across the Pacific, but at last the Spanish gave up and returned home. Their captain later said of them, "Many of our gentlemen were very seasick, and were not in condition to stand up — much less fight." It seemed that even the rolling waves of the ocean came to Drake's aid.

So it was that the *Golden Hind* found herself at last along the coast of North America, with her hold full to bursting with treasure. Drake was ready to set out for home, but how was he to get there? One thing was certain. He could not go back as he had come around South America, for now the Spanish were lying in wait for him. He might find a passage across America by water.

Searching for such a passage, Drake sailed north along the coast until the weather grew so cold that his sails were hung with ice and his stout sailors shivered, but he found no passage. Turning again south, he went down the coast until he found shelter in the little bay where we found him when our story began.

The men built a rude little fort, set up tents in which to live, and drew the *Golden Hind* up on shore for repairs. While the Englishmen worked, the Indians had been watching. These were the first white men who had ever visited their shores, and the simple red men took them to be gods. It was only right that gods should receive gifts; so the Indians came bringing bows and

[128]

arrows, articles made of feathers, roots that they used for food, and a wild plant that they smoked.

Drake accepted these gifts, but because he did not want the Indians to think of him and his men as gods he held a religious service on the sandy shore. The Englishmen prayed, read from their Bibles, and sang hymns. The Indians looked on with interest and were delighted with the singing, but they went away still believing that these white men were gods.

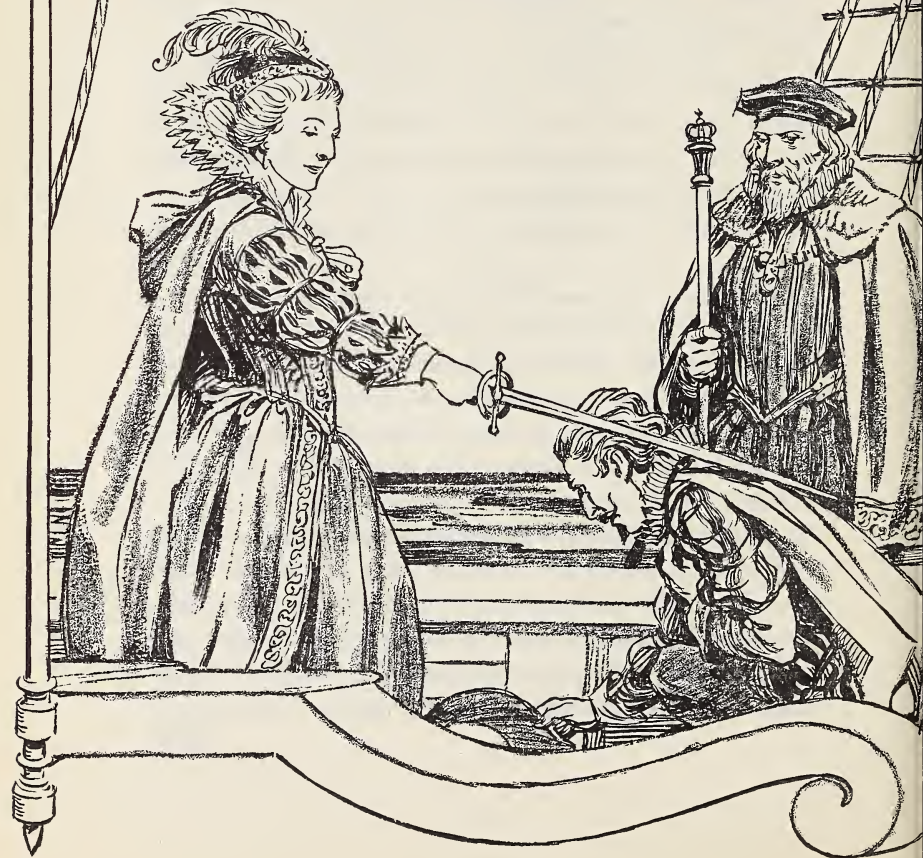
Two weeks the Englishmen stayed on the California coast, while the ship was made ready for another voyage. Drake made journeys over the country near them and wrote of it, "It is a goodlie countrey, and fruitful soyle, stored with many blessings for the use of man."

Just before he sailed away, he set up on the shore a stout post on which was nailed a lead plate. This plate had cut upon it Queen Elizabeth's name and the date upon which the Englishmen claimed this land for England. Under the plate was fastened a little silver coin on which were the picture and the arms of the queen.

Having claimed the land for England, Drake set out to take his treasure home. The only route left open to him lay across the broad Pacific; so there the daring captain went. He had various adventures, but he made the journey across the Pacific, through the Indian Ocean, around the Cape of Good Hope, and through the Atlantic, sailing finally into Plymouth harbor on November 3, 1580. For the first time in history an English ship had sailed around the world.

The Spanish were more angry than ever when they heard of this latest deed of Francis Drake. They called him "The Master Thief of the Unknown World," but Queen Elizabeth let it be known that she was proud of the bold sea captain. Certainly she must have liked the gold, the silver, and the jewels which he brought her.

A few months after Drake's return Queen Elizabeth



went to Plymouth, where the *Golden Hind* lay at anchor. She attended a great dinner in Drake's honor and then led the guests on board the stout little ship. There you may catch your last glimpse of this prince of pirates.

The queen stands before the company, a golden sword in her hand. Now she bids Francis Drake kneel before her. As the golden sword touches his shoulder, the queen cries out in a clear, strong voice, "Arise, Sir Francis Drake, knight of the English realm."

**Other Englishmen attempt to advance their country's claims.** — Some Englishmen believed that their country could push its claims in America only by settling colonies there. Sir Humphrey Gilbert was given the right by Queen Elizabeth to settle a colony on the land which the Cabots had claimed for England. He started out in 1578, but storms at sea and attacks by Spaniards sent him back, and it was 1583 before he finally landed a party in America. The little company went first to Newfoundland. Losing their courage on this cold island where they found no gold nor other riches, they sailed along the coast of what is now Maine. When winter came, they decided to return to England in their two small ships. The one on which Sir Humphrey rode was lost in a terrible storm.

Sir Walter Raleigh was a half brother of Sir Humphrey Gilbert and like him believed that England should establish colonies. He sent out two sea captains to explore the coast of what is now Virginia in order to find whether this would be a good place in which to



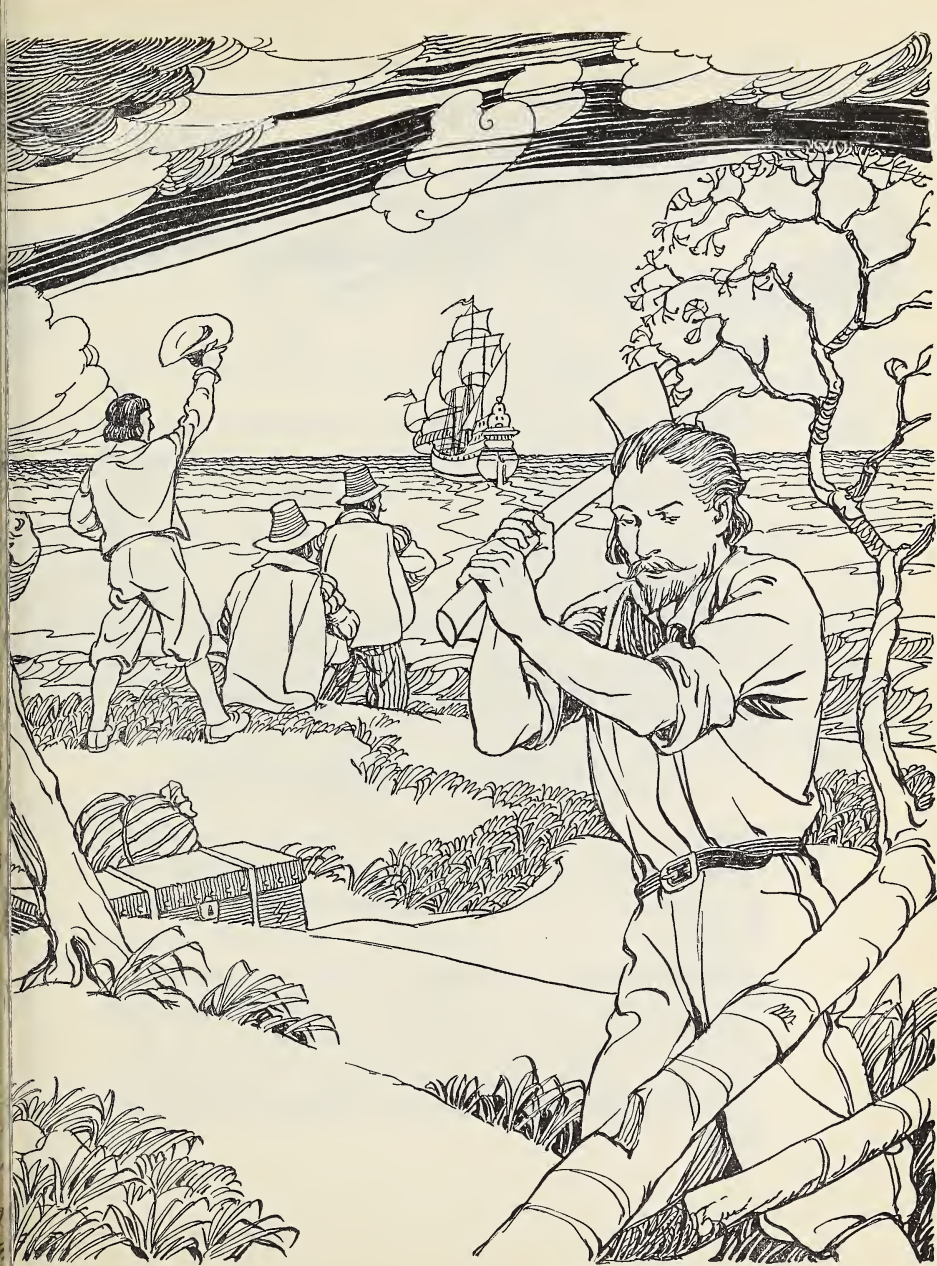
settle a colony. The captains reported it as a land of plenty; so in 1585 Raleigh sent a group of men who landed on Roanoke Island. The ship went back to England for supplies, but the men grew hungry and very weary of their adventure. Before the supply ship returned, Sir Francis Drake, out on a voyage into Spanish waters, happened to stop at the island. The men gladly returned to England with him.

Two years later Raleigh tried again, sending out a colony which also landed on Roanoke Island. The governor of the colony went back to England for supplies and found his country at war with Spain. It was almost four years before he was able to return. He found none of the settlers left, and the only sign of them was the name Croatoan cut upon a tree. This was the name of another island, and it may be that the people had left Roanoke to go there. They were never found, and Raleigh's "Lost Colony" became one of the mysteries about which writers of history have wondered ever since.

No successful colonies were planted in America by either Gilbert or Raleigh. But by their efforts they had made Englishmen think of America as a place where the flag of England should fly over homes and fields.

Other men came as the years went by, some to explore the coast and report on places where colonies could be settled, some for adventure, and some to get sassafras roots. The sassafras tree grew freely along the Atlantic coast. Its roots were much prized in England for mak-

[132]





ing a tea which people believed would improve their health.

**An Englishman plants the flag of Holland in America.** — It seems a little strange that it was an Englishman who first established the claim of Holland to land in America. As you know, however, it was quite the custom in those days for men of one nation to engage in the work of sailing and exploring for another country. Henry Hudson was an English sea captain who set out to find the long-sought western passage through America. He sailed on two voyages for English companies, but he found no sign of the passage in the far northern waters where he searched.

A Dutch trading company determined to send out a party to hunt for this same waterway. The Dutchmen hired Henry Hudson to command their ship and lead the party. He set out in 1609 in a small ship called the *Half Moon*.

Hudson touched the shores of Newfoundland, where his men caught many codfish. Then he followed the Atlantic coast south until he entered what is now New York Bay. Other white men had no doubt been there before, but there were no records that any had explored

[134]





the great river which flowed into the bay. Hudson, who wanted more than anything to find a water passage through America, thought that this river might be what he was seeking. He decided to sail up the stream.

He moved up the river, dropping anchor often while men went on shore to explore or while the small boat went ahead to test the depth of the water. The Indians came to the *Half Moon* in great numbers, bringing vegetables, pumpkins, corn, grapes, tobacco, and skins.





The *Half Moon* reached a place in the river near which the city of Albany now stands. Hudson saw that the stream was growing narrow and shallow. He turned back downstream, and upon reaching the bay spread his sails for the return to Holland.

Hudson set down in his records that this was a fair land. He spoke of the fine furs which the Indians were glad to trade for knives, hatchets, and beads. The thrifty Dutch people saw in this newly explored region great chances for gain. They claimed the country along the river and around the bay which Hudson had explored. Within a year the Dutch fur traders were carrying on a good business with the Indians.

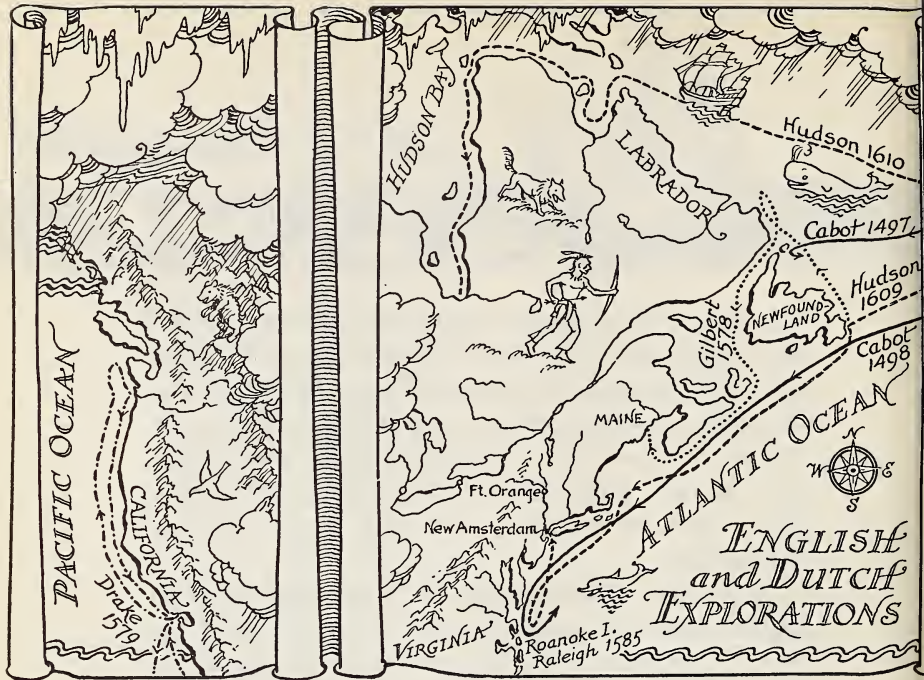
It seems that the English refused to allow Hudson to sail again for Holland, but a year later it was arranged for him to lead a party of Englishmen in search of the passage. So we find the little ship *Discovery* struggling through the ice off the coast of Greenland. At one time it was caught between great icebergs which threatened to grind it to bits. The men had been cross and ugly from the time of sailing, and after the struggle with the ice some talked openly of rebelling against Hudson.



However, the *Discovery* freed itself from the ice and sailed along the coast to the strait now named for Hudson. This led into what appeared to be an open sea to the west. Can you imagine how happy Hudson was? At last it seemed that the long-looked-for passage had been found! Again the sturdy captain met defeat. This proved to be only a very large bay, now called Hudson Bay.

By the time it became clear that there was no western passage from this body of water, winter was upon the party. The *Discovery* was caught as ice formed in the bay. Supplies ran low; the men suffered from hunger and cold; the talk of rebelling grew stronger.

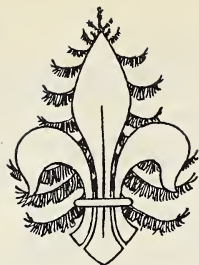
One day in spring when the ice had melted a bit and the boat had begun to move toward the ocean, some of the crew made Hudson a prisoner. They put him, his young son, a number of sick men, and the ship's carpenter, who refused to leave his captain, into an open boat. Our last glimpse of this sturdy English sea captain shows him sitting in the little boat, his chin up and his shoulders very straight, for he is too proud to beg these men to spare his life. As the *Discovery* sails away, the small boat is lost from sight among the great



pieces of ice which still dot the blue waters of the bay.

Perhaps you will be glad to know that the men who did this cruel thing were punished. One of the leaders was killed within a few days by the Indians. Those who reached England were promptly put in prison.

Henry Hudson paid with his life for his work in exploring America, but he opened up valuable new land for trade, and he spread knowledge of North America still farther.



## FRENCHMEN FOLLOW THE RIVERS AND LAKES ACROSS AMERICA

**A Frenchman sets out to explore the New World.** — During the early years of the sixteenth century, while the Spanish had been exploring and settling colonies in both North and South America the French had taken little interest in these new regions. Wars at home had kept them busy, but with the coming of peace King Francis I began to think of gaining a place in the New World for his country.

The man who was chosen to lead an exploring party was a sturdy sailor who had learned the ways of the sea while still a boy. The son of a sailor, Jacques Cartier had already crossed the Atlantic several times on trips to the fishing grounds off the northeastern coast of North America. He was not only a wise seaman but a strong man who knew no fear.

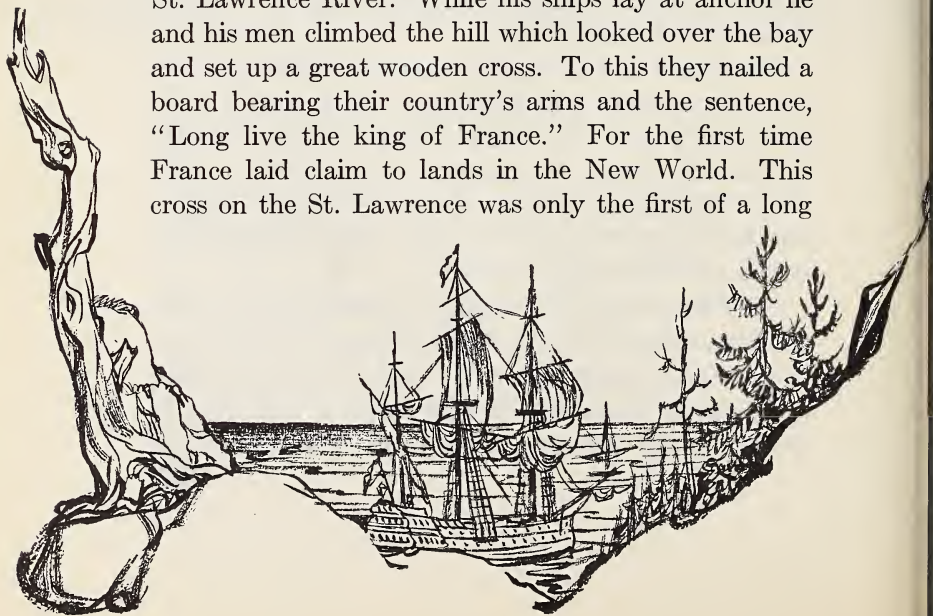
Cartier set out in the spring of 1534 with two small ships and about sixty men. He hoped to find some region which would yield gold or other precious metals, and it seems likely that he also hoped to find a water route through America toward the west. You will

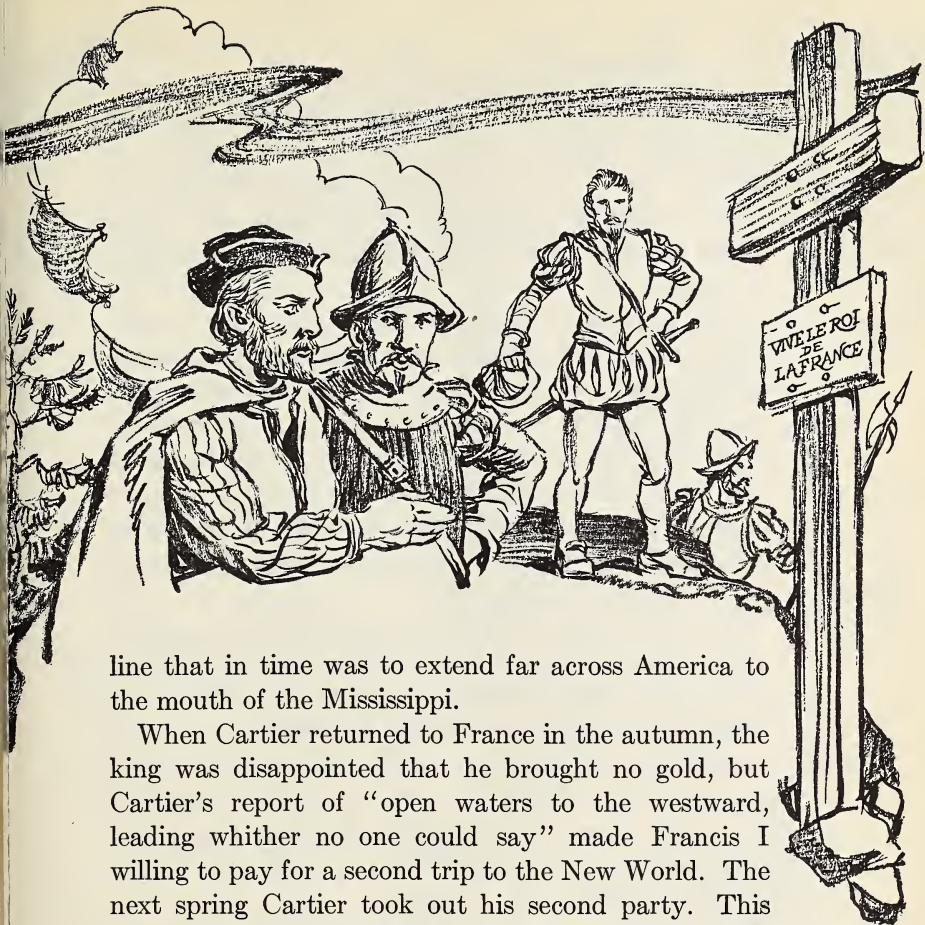


remember that for many years the explorers believed that somewhere there was a river or strait which if found would lead them to the Pacific Ocean. If Cartier could find such a passage, he would gain a great advantage for his country.

After an easy passage across the Atlantic the little party of Frenchmen put in at Newfoundland. They then sailed north, passed through Belleisle Strait and explored a part of the islands and shores of the Gulf of St. Lawrence. Cartier traded a bit with the Indians, who proved to be quite friendly, but he found no gold or other precious metals.

Only one event of this voyage was of great importance. In late July, while seeking safety from a storm, Cartier ran into a little harbor near the mouth of the St. Lawrence River. While his ships lay at anchor he and his men climbed the hill which looked over the bay and set up a great wooden cross. To this they nailed a board bearing their country's arms and the sentence, "Long live the king of France." For the first time France laid claim to lands in the New World. This cross on the St. Lawrence was only the first of a long





line that in time was to extend far across America to the mouth of the Mississippi.

When Cartier returned to France in the autumn, the king was disappointed that he brought no gold, but Cartier's report of "open waters to the westward, leading whither no one could say" made Francis I willing to pay for a second trip to the New World. The next spring Cartier took out his second party. This time more than a hundred men sailed in three ships. The party went through the Gulf of St. Lawrence and up the river to an Indian village which was where Quebec now stands.

Here the Frenchmen anchored their ships and spent

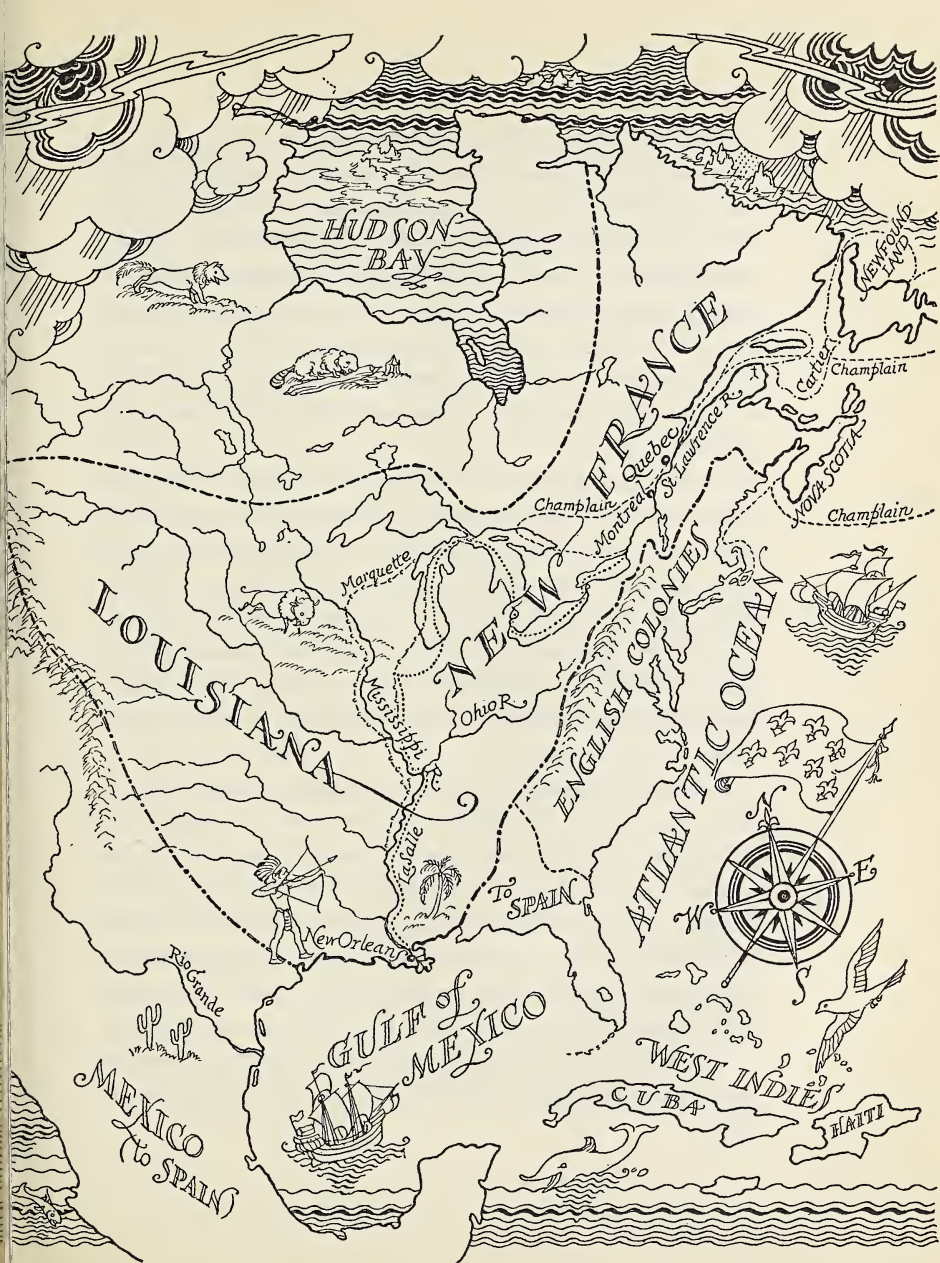
the winter. A small party pushed on west as far as the village where Montreal now is and visited the Indians there. They found the natives friendly and eager to trade for knives and other tools of iron. They heard of the lakes to the west, but they were unable to find any gold.

The men found the long, cold winter hard to bear. Because they had no green vegetables, they got a disease called *scurvy*. They were cured of it only when they learned from the Indians how to make a tea from the bark of the spruce tree. When spring melted the ice of the river, Cartier and his men were glad to sail for France. They took with them the chief of the Indian tribe, and this old fellow told many stories of his country at the court of Francis I.

When the second party returned with no greater riches than an Indian chief, the king decided to spend no more money on voyages to America. Five years after Cartier's return a wealthy Frenchman sent out a party at his own expense. Cartier commanded part of this man's fleet, while the owner himself had charge of the other ships. Through poor planning and a lack of understanding between the two men this voyage came to nothing.

For sixty years after Cartier's coming the French made no further effort to explore or settle colonies in America. The one lonely cross on St. Lawrence Bay marked the only attempt of Frenchmen to set up a New France beyond the Atlantic.







**The fishermen and fur traders come.** — Even though for many years the French king made no effort to send out explorers to North America, there were men during that period who regularly visited the continent. Fishermen came, not only from France but also from Portugal, England, and other lands. At first they made their catches largely at the fishing grounds off the coast of Newfoundland, but after Cartier had explored the Gulf of St. Lawrence they extended their fishing to these waters.

As they landed on the shores of the bays to salt and dry their fish, the men from Europe learned to trade more and more with the Indians. Cartier had reported that the natives were friendly and anxious to trade, especially for tools and weapons made of iron. When the Indians learned how to use iron and brass kettles, these became valuable articles to them. More than anything else, however, they wanted guns and powder from the white men.

If the Indians were to get the things that they wanted, they must have something of value to offer in exchange. It was in meeting this need for trade that the Indians brought their furs to the fishermen who touched their coasts. From such simple beginnings grew the huge fur trade which was for many years of the greatest importance in America. Especially prized were the beaver skins from which very fine felt hats were made.

By the latter part of the sixteenth century it became clear to the French ruler that the fur trade was so

[144]

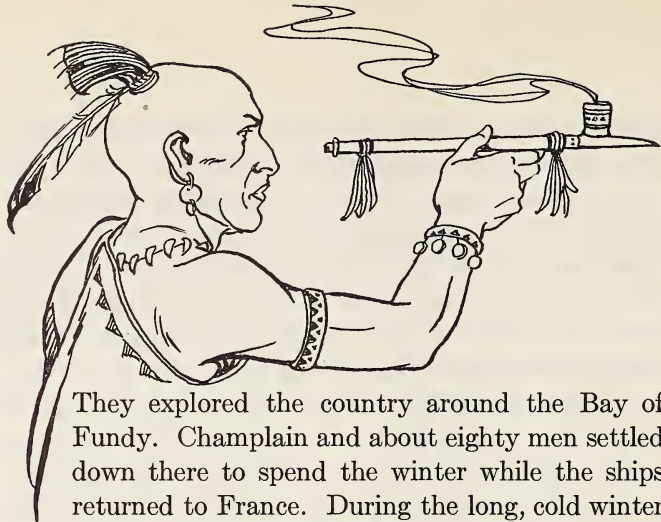
valuable that it had to be controlled and protected. By this time the idea had also begun to grow that France should send settlers to the lands beyond the Atlantic. It seemed a good plan for the government to grant the right to trade in furs to one or more persons who would agree in return to send out a party of settlers each year. It was thus that the first French settlement was made in America.

**A brave Frenchman plants his country's flag in America.** — In a certain seacoast town in France where salt was made, the fishermen often put in to buy this article so necessary in preserving their fish. As they made their purchases, these sailors told tales of the lands which they had visited beyond the seas. Perhaps these stories of the old sailors on the water front were what made a certain boy of that little town eager to see the world. At any rate, young Samuel de Champlain resolved to sail to the New World just as soon as he had a chance to do so.

He made a voyage to the West Indies in the service of Spain and wrote such a careful account of his trip that the king of France chose him to go on a voyage to the French lands in North America. He gave all the rest of his life to building a New France in America.

Champlain made his first trip to the St. Lawrence valley in 1603. He and his men explored some of the country along the river and traded for a shipload of furs before they went back to France.

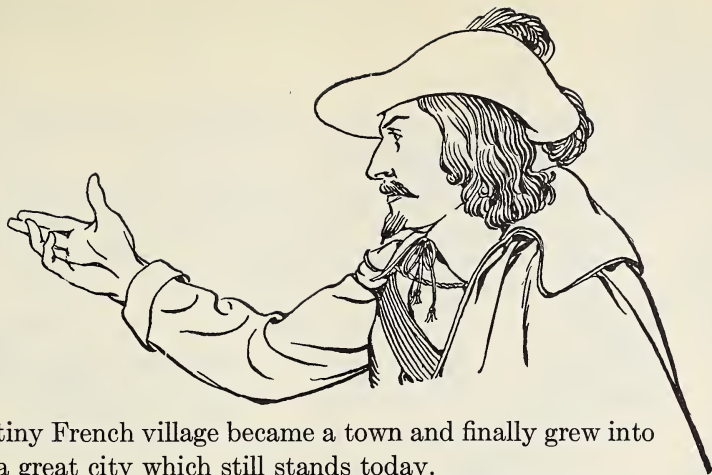
The next year two ships and a larger party returned.



They explored the country around the Bay of Fundy. Champlain and about eighty men settled down there to spend the winter while the ships returned to France. During the long, cold winter they suffered terribly from lack of fresh water and from scurvy. Many died.

The second winter the men moved across the bay and had a better place for their camp. By the third year Champlain had made them very comfortable, for he had seen to it that they grew vegetables and grain during the summer. With food in the storehouses and their leader planning games and pleasures to help pass the long winter days, the Frenchmen were quite content. During these years Champlain explored the Atlantic coast as far south as the present state of Massachusetts. He made careful maps of the country.

Due to changes in the company which sent out settlers and supplies, this first little settlement was given up, but in 1608 Champlain brought out a colony to the place where Quebec now stands. This was the first French settlement in America which remained occupied. The [146]



tiny French village became a town and finally grew into a great city which still stands today.

The little settlement knew great hardships. Scurvy still carried off many men each winter. Supply ships were often slow in bringing food. The exploring trips through the forests had to be made on foot or in Indian canoes, and the journeys were long and hard. Through it all, however, Champlain kept his courage, ruled his little colony wisely, drew his maps carefully, and wrote long accounts of the new country to send to his king. When these were read in France, they caused other men to want to come to New France.

Champlain found the Huron and Algonquin Indians to be very friendly. They often furnished him with guides and with men to paddle his canoe, but sometimes in exchange they asked his help against their old enemy the Iroquois. These Indians belonged to a very powerful tribe which lived in the lake country south of the St. Lawrence River. Because it brought them more trade to remain friends with the English and Dutch than with



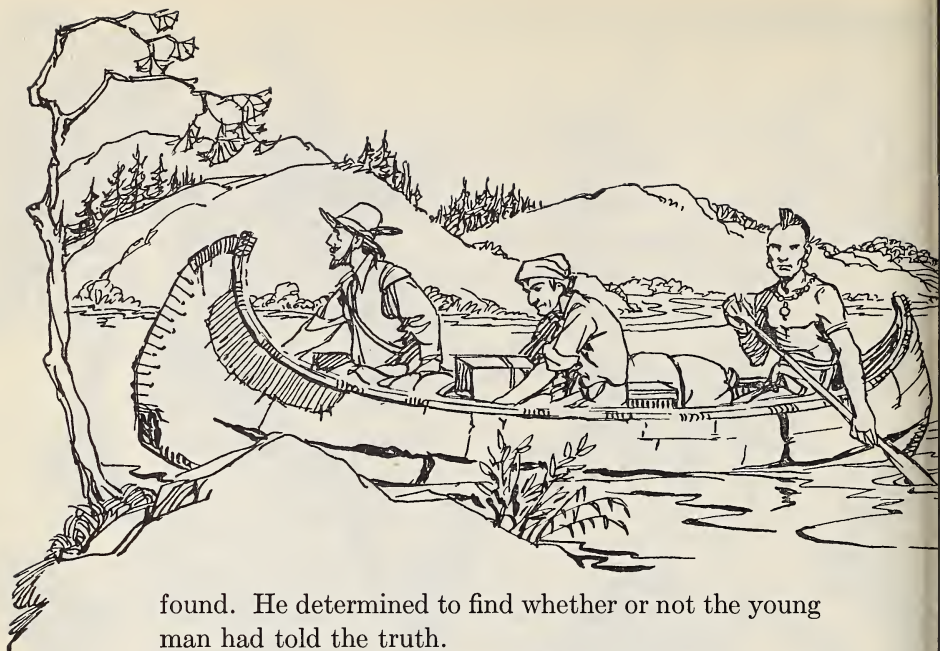
the French, the Iroquois were almost from the beginning enemies of the French settlers.

Champlain started a very wise plan which the French used for many years. He chose young men who wanted adventure and sent them out to live among the Indians to learn their languages and their ways and to explore the country. Often such a man would not see other white men for years, but when he returned to the settlement he had much to tell not only of Indian life but of the new country as well. A number of these young Frenchmen helped Champlain to push back a bit farther the great unknown regions of northeastern North America.

During all these years Champlain had been hoping to find a waterway to the Pacific. He had heard from the Indians of great bodies of water that lay to the west, and he longed to visit these. In the St. Lawrence River west of the place where Montreal now stands are dangerous rapids. The water whirls so swiftly that even today the boats going up the river do not attempt to go through the rapids but use a canal instead. When Champlain came to America, probably no white man had ever explored the country beyond these rapids.

One of the young men sent out by Champlain came back in 1612 and told that while living among the Algonquins he had visited a great sea and had seen upon its shore the wreck of an English vessel. Champlain doubted this story, but if it were true it might mean that the long-looked-for waterway had been [148]



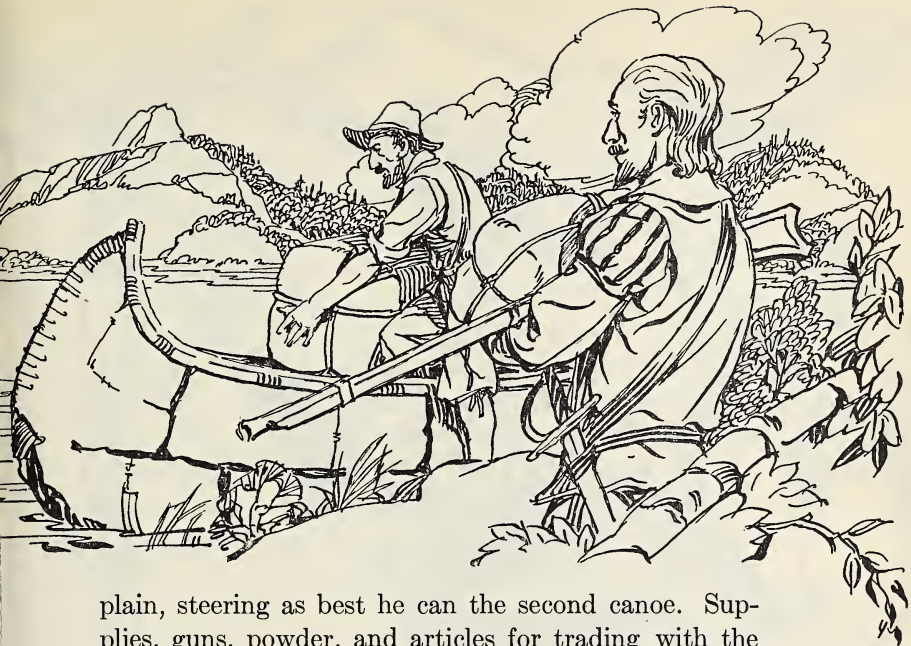


found. He determined to find whether or not the young man had told the truth.

To make this journey to the land of the Algonquins meant going beyond the rapids, but this danger did not stop the daring Frenchman. Perhaps you will understand better the spirit of this brave leader if you can imagine that you are the seventh member of this little party which is to start through the wilderness. Champlain, Vignau (who had told the story), three other Frenchmen, and one Indian guide make up the entire party.

It is the twenty-seventh of May, 1613. Two canoes slip out from the little village of the white men and start upstream. The Indian guide paddles the first, guiding it swiftly through the stream. Behind comes Cham-  
[150]





plain, steering as best he can the second canoe. Supplies, guns, powder, and articles for trading with the Indians fill the narrow little boats.

They have come now to the rapids and are pulling their canoes out of the water. How are they to get around this great danger spot? By loading their supplies and goods upon their backs, and walking beside the rushing river. What of the canoes, you ask? Do you see the Indian guide lifting that one onto his broad shoulders? Close behind him a Frenchman lifts the second one. Now, step by step over the rough bank, the men sweat and strain with their back-breaking load. Trees have fallen along the path, and now the men must climb over and again crawl under their crossed trunks.

Night comes at last. The weary men groan as they





make camp. The next morning loads are made lighter by throwing away the corn and some of the articles for trade. Even so the day is one long agony, made worse by the constant biting of the mosquitoes. Night is falling again, but now a surprise greets the tired men. A party of Indians comes through the forest to meet them. These Algonquins, usually so silent, cry out in wonder to see white men who have thus journeyed above the rapids. The chief speaks now to Champlain. Can you hear his astonished voice say, "You must have fallen from the clouds!"

Not from the clouds but from below the rapids had these men come. They faced danger and bore pain and hardship because their determined leader was a man of courage.

Champlain reached the great Algonquin chief and found that Vignau had lied about the north sea. There was no such place, but Vignau did not believe that anyone would ever face the danger of going beyond the rapids to learn the truth.

In 1615 Champlain made his last great exploring trip. He traveled about a thousand miles through forests and across lakes, visiting Lake Huron and Lake Ontario and much of the country around them. His maps and records made known to all the world the country of the St. Lawrence and a part of the lake region.

For the rest of his life Champlain served his growing colony at Quebec, dying there in 1635. He was a great man, for he faced danger with courage, he was fair and

honest, and he never gave up when things were hard. To him belongs the glory of planting the French flag firmly in American soil.



**The French priests carry the cross into the wilderness.** — No story of New France would be complete unless it told of the faithful Catholic priests who came to preach to the red men. The first group had come out during Champlain's time, but they were not able to persuade many of the Indians to accept the Christian religion.

In later years a Catholic order called the Society of Jesus sent out its members to teach and preach. These men, known as Jesuits, were more successful than the early priests had been. Throughout the St. Lawrence valley and through the lake country these faithful black-robed priests went, carrying the cross. Sometimes such a priest was the only white man among the Indians. Often he would journey with a fur trader in order to reach some distant part of the country.

In many cases the Indians came to love their Jesuit friends and to accept the Christian religion which they preached. Sometimes, however, the savages would capture a priest, hold him a prisoner, and finally kill him. There are records of Jesuits who suffered horrible treatment at the hands of the Indians.

On the whole the men of this order did much to advance the cause of France in the New World. Wherever a little log chapel called men to worship, there Indians and whites were better friends. Friendship meant more trade, as well as more help for explorers.

The Jesuits were well-educated men. It was their habit to keep records of all that they saw and heard on their journeys. They drew maps of new country through which they traveled. All of these records and maps were in time sent back to France, where they spread knowledge about the New World and caused other men to want to go to the new land.

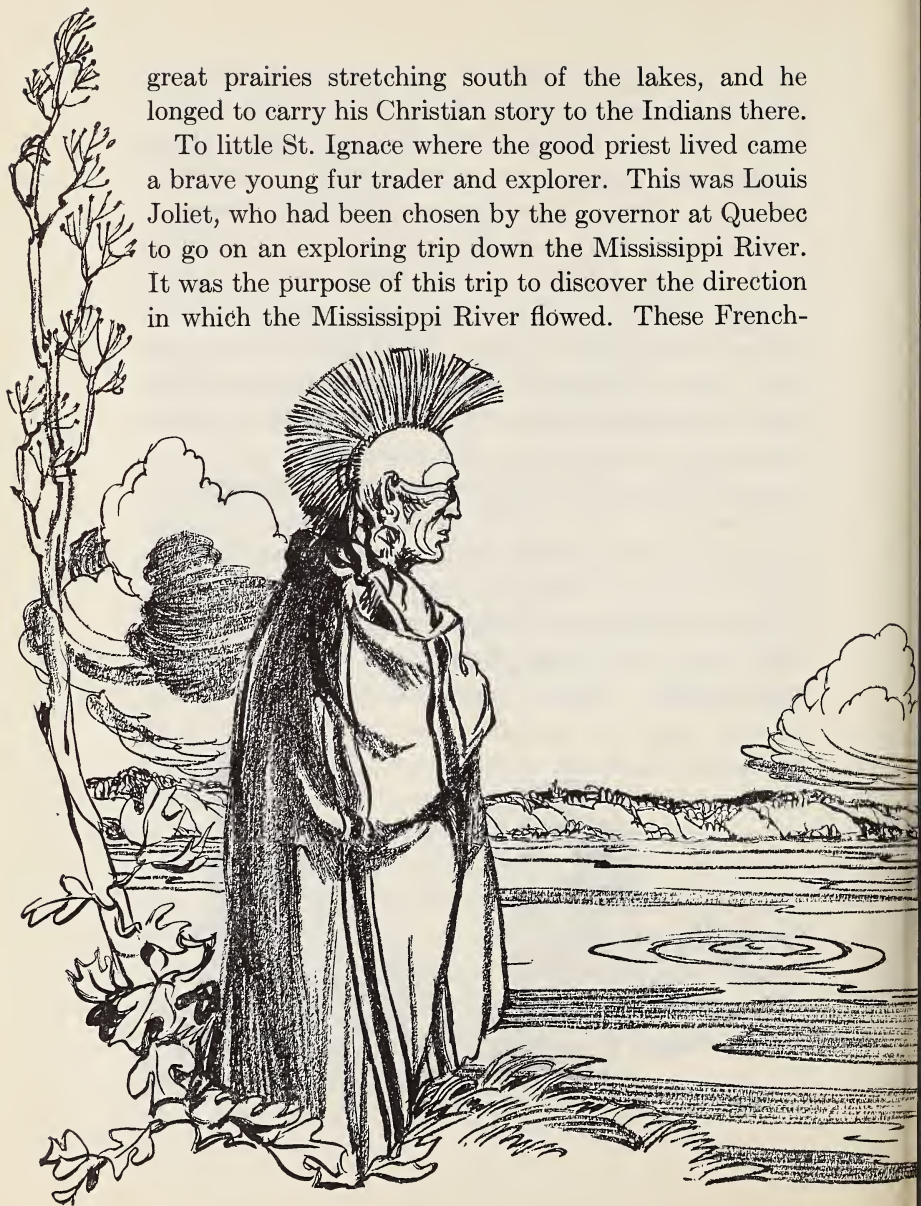
**A priest and a fur trader explore the Mississippi.** — We cannot tell here of all the Jesuit priests who bravely carried on in the wilderness, but we shall pause to learn the story of one. Jacques Marquette was preaching at a little settlement on Lake Michigan near the place where Lakes Michigan, Huron, and Superior almost come together. He had heard from the Indians of the





great prairies stretching south of the lakes, and he longed to carry his Christian story to the Indians there.

To little St. Ignace where the good priest lived came a brave young fur trader and explorer. This was Louis Joliet, who had been chosen by the governor at Quebec to go on an exploring trip down the Mississippi River. It was the purpose of this trip to discover the direction in which the Mississippi River flowed. These French-



men of the North still dreamed of finding a water passage through America. If this stream of which they had heard so much from the Indians flowed toward the west, perhaps it was the long-sought route. Years before the Spaniard De Soto had discovered this river, but no one had yet traveled its full length.

Father Marquette gladly joined Joliet, and they set out from St. Ignace one May day in 1673. Their canoes cut through the cold waters of Green Bay and

[157]







up the Fox River. Coming to the headwaters of this stream, they carried their canoes and goods on their backs across a short stretch of country to the Wisconsin River, which in turn led them to the Mississippi.

In his record of the trip Father Marquette told of the joy which the men felt when they knew that they were at last on the great river. He also told of the strange birds which they saw on the prairies along the river, of the huge buffaloes which roamed there, of the catfish so large that it almost upset one of the canoes, and of the friendly Indians. A tribe which they visited near the beginning of their journey gave them a peace pipe, and this they offered to new tribes, every one of which accepted them as friends.

The swift current carried the canoes along easily. The Mississippi grew rapidly larger as it received the waters of the Illinois, Missouri, and Ohio rivers. The Indians told Marquette and Joliet that by traveling west on the Missouri they would come to broad prairies and finally to another river which flowed to the sea. This raised their hopes once more about the western waterway, but they did not have time to explore the Missouri.

By the time the little party had reached the place where the Arkansas River joins the Mississippi, Joliet and Marquette were sure that the great river flowed south into the Gulf of Mexico. Indians told them this over and over and added that the natives farther downstream would not be friendly.



Having settled the question which they were sent out to solve, the explorers turned back upstream. They made their way up the Illinois River on the return trip, carried their canoes across country to Lake Michigan, and paddled north to Green Bay and St. Ignace. In four months they had gone 2,500 miles and had found the direction in which the Mississippi flowed.

Joliet left Father Marquette here and started back to Quebec to report to the governor. To save time he attempted to shoot the rapids of the St. Lawrence in his canoe. He was upset, the Indians with him were drowned, all his records were lost, and he was saved only with great difficulty. Thus he came before the governor empty-handed, but from his memory he wrote again the record of his journey. Later, when Father Marquette's account was received, it was found that Joliet had told a true story.

The good Jesuit priest had fallen ill on the journey home, but he had promised the Indians of the Illinois tribe to come again to preach to them. The next year, although he was far from well, he set out for the settlement at Kaskaskia.

Will you follow this brave Jesuit priest through these next few weeks?

It is March, with winds blowing chill across the prairies. Father Marquette walks through Kaskaskia ringing his hand bell, calling the people to his meeting. He has set up a little altar in one of the cabins. As he enters the door, the red men crowd behind him until [160]



the tiny room is filled. Standing quietly beside the altar, the gentle priest tells his red brothers the story of Jesus. They do not understand much that he tells them, but they feel his love for them.

The days are slipping past, each one bringing more Indians to listen to the father. Messengers have spread the news of his coming through all the villages of the Illinois tribe. The log cabin no longer holds the crowd. Now, on Easter Sunday, Father Marquette is holding his last service. He stands on the open prairie in his long, black robe. Before him are fifteen hundred Indians, chiefs, old men of the tribe, young braves, squaws, and children.

Quietly, earnestly, Father Marquette once more tells them the Christian story and asks them to believe it. Coming at last to the end of his strength, he raises his hand in blessing and sends the crowd quietly away.

The next day dawns. Father Marquette knows that he must try to reach home, for he is growing weaker. The last good-byes are said, the last blessings asked and given. Now off goes the little party, but the good priest must lie flat in a canoe or be carried by his friends.

The men are pushing on as quickly as they can. It is a race against time. As they paddle now along the shore of Lake Michigan the Jesuit feels that his hour has come. Looking at a steep hill beside the lake, he asks that his men lay him there when he is gone. The canoes pull to shore. With his friends weeping about him, Father Marquette goes quietly to sleep.

A sad little procession forms and makes its way slowly up the hill. The man at the head rings the little hand bell with which the priest used to call his Indians to worship. Behind him come the other men, bearing on their shoulders the body of their dear leader. When the grave has been rounded up with earth, they plant a small wooden cross to mark this spot where a faithful Christian has given his life that his church and his country might be served.



**A noble Frenchman sets up new claims for France. —**  
During the same years in which Father Marquette was preaching and Louis Joliet was exploring in the New World, another Frenchman was also busy serving France in America. René Robert Cavelier, Sieur de La Salle, came from a rich and noble family of France. He was daring, headstrong, determined. He dreamed dreams of a great French Empire in America, extending from the St. Lawrence in the north to the Gulf of Mexico in the south. To further this dream he not only



spent all his own money and all that he could borrow, but in the end he gave his life.

La Salle made his first exploring trip in a search for a waterway to the west. Of course he found no such passage, but he gained a taste for exploring which never left him. He next went into fur trading, but hearing of the trip made by Joliet and Marquette he determined to take a party to the mouth of the Mississippi. He went to France to get the right to make such a trip and the money to pay for it. Having secured both, he returned to Quebec in 1678, bringing with him a friend named Henri de Tonty.

This Tonty had lost a hand in battle and in its place he wore one made of iron. The Indians soon learned that he could use this iron hand very well indeed, and so they called him "Tonty of the Iron Hand." He was a strong man of great courage who served La Salle and France well.

La Salle believed that the fur trade would grow by leaps and bounds if the French had a sailing vessel on the Great Lakes. He had one built on the Niagara River and sailed with his party westward to Green Bay on Lake Michigan. Here the ship was loaded with furs and sent out on its return journey while La Salle remained on the bay. The ship was never heard of again. Perhaps the autumn storms upset the little vessel, or possibly Indians who did not want to see the French fur trade increase wrecked it. More than two hundred fifty years later the remains of a very old vessel were [164]

discovered at the bottom of the strait which connects Lake Michigan and Lake Huron. It seems likely that this may have been La Salle's lost ship.

La Salle went into the Illinois country, where he built a fort and left Tonty in charge. He had to return to Montreal for supplies, and when he again reached his new fort he found it deserted. The men had turned against Tonty, and he had moved back to Green Bay. Others might have given up in the face of so many difficulties, but not La Salle. He meant to explore to the mouth of the Mississippi, and nothing could stop him.

After many delays La Salle and his party set out on this journey in the autumn of 1681. After the men reached the Mississippi, the current carried their canoes smoothly along except for the danger from sandbars and rapids. On the sixth of April, 1682, they found the river taking three branches. La Salle sent Tonty into one and another Frenchman into the second, while he took the third branch. The water grew salt, and the tides came in. The explorers knew that they were nearing the end of their journey.

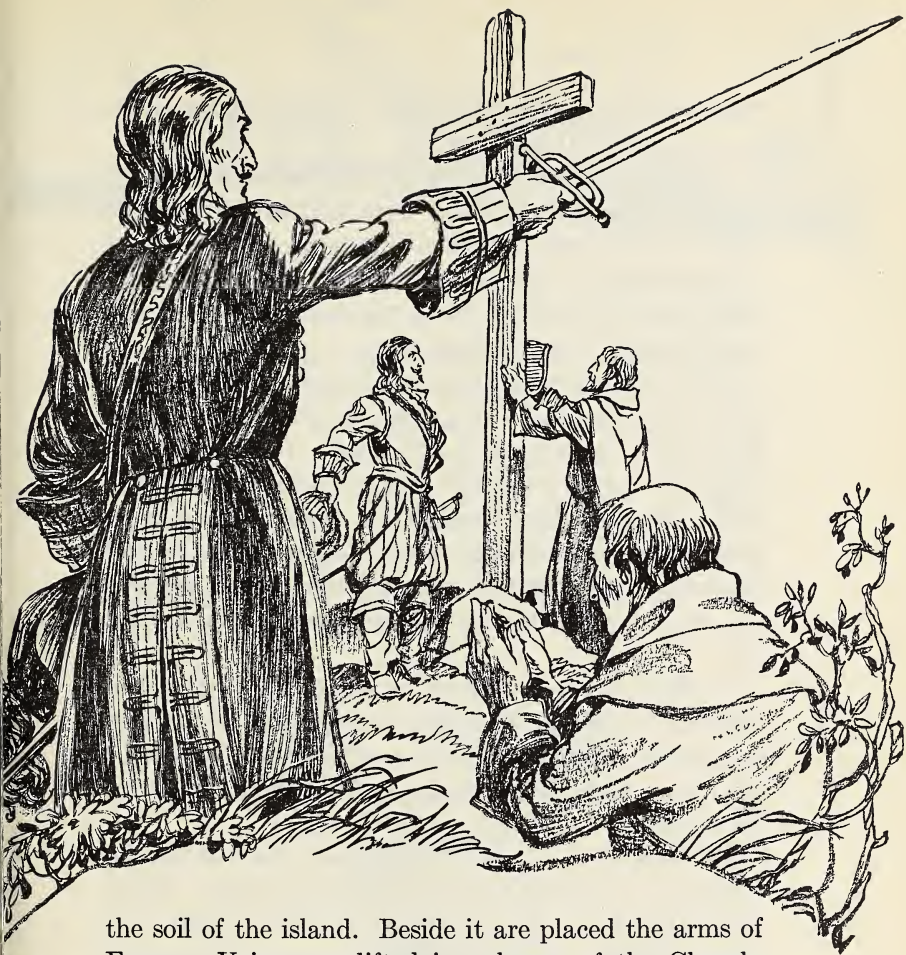
They came together again on a small island near the mouth of the mighty river. Can you see the little company there on that April day, so long ago?

The men are shouting with joy as their canoes shoot through the waters toward the island. This is the Gulf at last! To France has been given the honor of following the great river from headwaters to mouth! Guns are fired as the Frenchmen scramble out of their



canoes. But now they grew serious as their daring leader steps forward with raised hand. Falling into step, they march to the highest point of land on the little island.

The men raise a wooden cross, planting it firmly in  
[166]



the soil of the island. Beside it are placed the arms of France. Voices are lifted in a hymn of the Church. A prayer is repeated. Now out steps Sieur de La Salle to say in a strong clear voice, "In the name of His Majesty, the King of France, I now take possession of



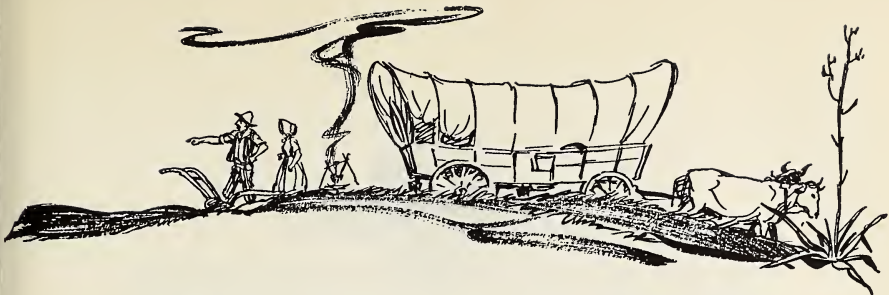
this river, of all rivers that enter it, and of all the country watered by them."

Thus the cross of France was planted at the mouth of the Mississippi, far away from that first little cross which Cartier had planted so long before on the Bay of St. Lawrence. La Salle had laid claim to most of central North America, a claim which was to cross that already made by Spain to the same land.

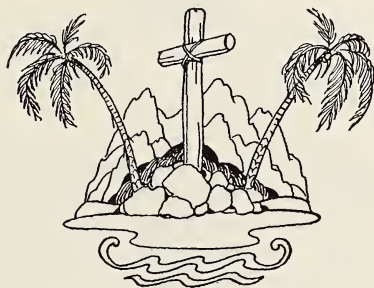
This trip was the high point of La Salle's life. After it he attempted to build a chain of forts in the Mississippi valley, but met with difficulties. Then he tried to bring out a colony to settle at the mouth of the Mississippi, but in sailing through the Gulf of Mexico he missed the entrance to the river. Things went from bad to worse, but still La Salle refused to give up. Finally he was shot by one of his own men who had turned against him.

La Salle dreamed dreams too large to be realized in his lifetime. But he set up the claims of France to many thousands of square miles of new land, and he left us the memory of a man who gave all he had to carry out his dreams.

For more than a hundred years the nations of Europe had been sending men to explore the Americas. These bold adventurers had marched through forests and across prairies. They had climbed high mountains and paddled up and down mighty rivers. By their efforts they had made known to the world much of the land in the two Americas.



During the sixteenth century the Spanish settled colonies in both North and South America. However, it was not until the beginning of the seventeenth century that the other nations of Europe were able to plant colonies which were successful. As you know, the French village of Quebec was begun in 1608. At about this same time the English and Dutch became anxious to send settlers who would stay in North America. The next stories will tell you of the coming of these early English and Dutch people to build homes along the Atlantic coast.





### A WORD GAME

Find a group of words which explains the meaning of each word in the left-hand column.

sassafras	a line of marching people
procession	a disease caused by a lack of green food
pirate	a tree, the bark of whose roots is used for making a tea which is drunk as a medicine
scurvy	a sea robber



### A MAP STUDY

In this chapter you have two maps of North America. One shows the land explored by men sailing for the English and Dutch. The other map shows the regions explored by Frenchmen. Study the routes of the explorers as marked on these maps. Now trace the routes on a wall map of North America.

On a map of the world show the route taken by Francis Drake on his famous voyage in the *Golden Hind*.



## MAKING A TIME TABLE

At the end of the last chapter you made a time table which showed the years in which the Spanish explorers reached America. Make a second time table showing the English explorers in order from the earliest to the latest mentioned in this chapter. In another time table list the French explorers and the year in which each came to America.

Compare your three time tables. What nation had the earliest claims? What explorers came at about the same time? If you have different colored crayons, it might be fun to combine all your time tables into one, using a different color for the explorers of each nation.

## READING TO FIND ANSWERS

### TEST I

Below are some questions which you should be able to answer when you finish reading this story. One good way to use them is for all the members of the class, after they have read the story, to read a question at the same time, and then race to find the answer in the story.

1. What was the most important thing which John Cabot did while in America? Can you think why this act was so important?
2. What did John Cabot find on his voyage which might some day bring much wealth to Britain?
3. What rewards did the king give to Cabot?
4. Why was Francis Drake called "The Master Thief"? Do you think that he deserved this name?



5. Why did Francis Drake hate the Spanish?
6. Why did Drake sail around the world in order to get back to England?
7. What did Drake think of the country which he explored on the Pacific coast?
8. How did Queen Elizabeth reward Drake for his bold adventure?
9. What new ideas about America did Raleigh and Gilbert give to Englishmen?
10. For what was Henry Hudson searching?
11. What bay and river did Hudson explore while sailing for the Dutch?
12. Why was this voyage important to the Dutch people?
13. What new business did the Dutch enter in America?

## TEST II

Here is another list of questions with which you may race. Perhaps, when you have studied the answers to both Tests I and II, you would like to use the questions for a match in class.

1. For what two things was Cartier searching?
2. What did he do on his first voyage that was important?
3. In what two kinds of business did Frenchmen in America engage after Cartier's voyages?
4. Where did Frenchmen make their first settlement which grew into a city? When was this settlement made?
5. What were three important services which Champlain gave to his little colony?
6. What hard and dangerous deed performed by Champlain astonished the Indians?

7. How did the Jesuits help the cause of France?
8. What was the purpose of the trip made by Joliet and Marquette?
9. What did the two men learn as the result of the trip?
10. Why did Father Marquette return to Kaskaskia?
11. What region in America did La Salle want to see held by the French?
12. What important deed did La Salle accomplish which greatly benefited France?
13. Why was La Salle of great importance as an explorer even though he often failed in the things which he attempted?



#### SOME THINGS TO DO

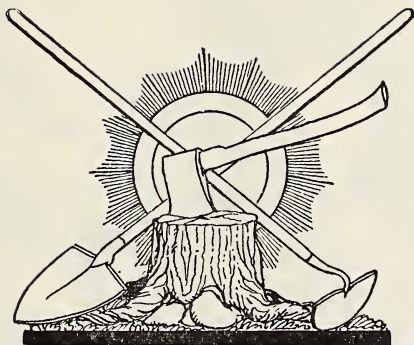
1. Make a little scene to show La Salle planting the cross of France at the mouth of the Mississippi River. Perhaps you could place this on a sand table. If you prefer, you could build your scene in a box, with a painted background. Such a scene is called a *diorama*. Whether you make a diorama or a sand-table scene, try to keep the figures of your people the right size to go with the trees and other large objects. What other scenes in this chapter could be shown in a diorama or on a sand table?
2. Locate on a map the regions in North America that were explored by the English and French.
3. Select one explorer whom you admire, and write a paragraph telling why you like this man. Do not copy any sentences from books.

4. There are many other interesting events in the life of Sir Francis Drake which are not described in this book. Someone might read more about him in the library and report to the class.
5. Study all the pictures which you can find of the English and French explorers so that you will know how they looked. Plan and draw your own picture of some scene described in this chapter. Henry Hudson and his men drifting among the ice cakes would be a good subject for one picture. Can you find others?
6. Take a class period to talk over what you have learned about the explorers. See how many ways you can find in which English, French, and Spanish explorers were alike. Find in what ways the explorers of the three nations differed.
7. If you are to have a pageant, you will need to complete your plans. You probably cannot show every explorer of whom you have read; so you will need to think carefully in order to select those who were most important. Plan your action so that one scene follows another smoothly. You may need an announcer. Can you invite another class to see your pageant?

#### SOME BOOKS TO READ

If you read very well, you will enjoy *The Scarlet Coat* by Frances Gaither. It tells of a lad who had many adventures at the time of La Salle's explorations.

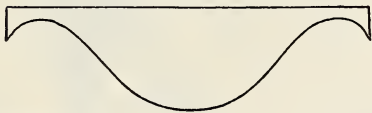
Stories of French explorers may be found in the book by Coffman and Goodman listed at the end of the last chapter.



## DIVISION TWO



HOMES ARE BUILT  
IN A NEW LAND







Powhatan Is Crowned  
by Newport and Smith.



## SETTLERS COME TO OUR EASTERN COAST

In the closing years of the sixteenth century a few Englishmen had attempted to establish colonies in America. Their efforts had failed, but the idea was not lost.

The old quarrel with Spain broke into open war, and for a long time this struggle took the whole attention of Englishmen. With the close of the war in 1604, men turned again to thoughts of the lands beyond the seas. Colonies in the New World would make Englishmen proud. Merchants would welcome the chance to sell goods to settlers. Perhaps gold might be found in America by the English as well as by the Spanish.

Some lines from a play written and acted in England

[177]

at this time will show you how blinded the people were by tales of the riches of America. In this play, called "Eastward Ho," one character says, "I tell thee gold is more plentiful there than copper is with us. . . . Why man all their dripping pans are pure gold, and all the chains with which they chain up their streets are massy gold; all the prisoners they take are fettered in gold; and for rubies and diamonds they go forth on holidays and gather 'em by the seashore."

Do you suppose that settlers who heard such tales as these were disappointed when they reached America?

Each of the first attempts to plant colonies was the work of one man who paid the expenses out of his own fortune. A new plan was now made by which a company was formed to pay the cost of sending out settlers and providing them with supplies. This company would receive the profits from the sale of whatever products the colonists sent back to England. The first successful English settlement in America was made by the London Company, one of the first of such groups to be formed.

### THE STORY OF VIRGINIA

Will you turn your eyes now toward the shores of Virginia and watch the coming of the first of these colonists sent out by the London Company?

**The English reach Virginia.** — It is the twenty-sixth of April, 1607. The blue waters of Chesapeake Bay ripple in the sunshine. The shores on either side of the  
[178]



bay are green with grass and dotted with flowers. Tall trees grow on every side.

On this warm, pleasant spring day three little ships come sailing in between the capes which guard the entrance to the bay. To the weary men who have been crowded into the small vessels for four months the sight of these fair, green shores is very welcome. Anchors are dropped and the *Susan Constant*, the *Goodspeed*, and the *Discovery* ride on the waters of the bay while the men hurry on shore to explore.

As night falls, Captain Christopher Newport, who commands this little fleet, calls the captains of the other vessels, and together they open a small sealed box. Before the party left England, the London Company placed this box in Captain Newport's hands with orders that it be opened only after the ships reached Virginia.

The men knew that the box contained the names of the seven colonists whom the London Company had



chosen to serve as members of the council. Each man wanted to have the honor of being one of these officers. Each felt that his name was in the box. Crowded together with no work to do, they had often quarreled about the matter during the voyage. The quarrels finally became so bitter that one of the men, John Smith, was put in chains.

Now as the captains gather about a ship's lantern to read the names, the men listen eagerly. To the surprise of some they find John Smith's name on the list. Grumbling, they release him, but they still refuse to consider him as a council member. Captain Newport also reads an order which instructs the council members to elect a president.

The next day the little vessels sail up the bay into a broad river, which they name the James in honor of their king. After sailing about thirty miles along this river they choose a spot for their settlement. The anchors drop. The hundred twenty men scramble quickly on shore. Here under the great forest trees the new members of the council swear to do their duty. As their first act of government they choose a president. Here the settlers break ground for their small village, which they name Jamestown.

**Jamestown is begun.** — Houses and a fort must be built. Trees must be cut and sawed into boards to send back to England. The work went slowly because the men knew little about such labor, and many cared less. Of the company of one hundred twenty only one  
[180]

man was a mason, while there were but two bricklayers and six carpenters. Many of the men hoped to find gold or pearls, and they were more interested in hunting for these easy riches than in building houses and planting crops.

Even with all these difficulties Jamestown grew until it contained not only a fort, but a street of rude cabins, a storehouse, and a church. Some fields were cleared near the village and planted with corn.

Captain Newport had orders to explore the country, so taking John Smith and some other men he made his way in a small boat up a river which flowed into the James. He was able to make friends with the Indians.

Soon after Newport and his party returned, John Smith demanded a trial on the charges which had caused him to be placed in chains. He was cleared and was then allowed to take his place as a member of the council.

When Captain Newport sailed away to get more supplies, about a hundred men remained at Jamestown. The summer was very hot. The settlers had chosen a spot for their village which was low and damp. Fevers and other forms of sickness were soon among them. Quarreling became more bitter than ever.

Perhaps hardest to bear, however, was the lack of food. One of the colonists wrote of their troubles thus: "There remained neither tavern, nor beer-house, nor place of relief but the common kettle, . . . and that was half a pint of wheat and as much barley, boiled with

water, for a man a day; and this . . . contained as many worms as grains. Our drink was water."

As winter approached, John Smith determined to try to get food from the Indians. With a few other men he went some distance up a river which flowed into the James. Leaving most of the men to guard the boat, Smith and two companions pushed into the forest on foot.

Suddenly two hundred Indians surrounded them, killed the other two white men, and captured Smith. No doubt they meant also to kill him, but the quick-witted Englishman reached into his pocket and brought out a little compass which he offered to the leader of the Indians. The red men were amazed to see the little needle of the compass swing round, pointing always to the north. They delayed the killing while they grunted and pushed each other about in their efforts to get a better look. Smith talked as fast as he could, explaining to the Indians how the wonderful little instrument worked. Even so, the savages finally tied him to a tree and were ready to put him to death when their leader lifted the compass and gave the command to spare Smith's life.

The Indians went on their way, taking Smith with them, until they came at last to the home of the great chief, the Powhatan. Smith was brought before the old chief, who sat in his long house on a bench covered with raccoon skins. The question which the Powhatan had to decide was whether Smith should live or die.







Long afterwards, Smith wrote a story of his adventures in which he told that as he was about to be killed he was saved by Pocahontas, a young daughter of the chief. Some people do not believe this story, but whether or not it was true Smith was released and



allowed to return to Jamestown. It is also true that Pocahontas was very friendly toward the colonists.

Immediately after Smith returned to Jamestown, Captain Newport came sailing up the river with fresh supplies and new settlers. Less than fifty of the first party were alive to greet him.

Smith continued to be very active in the affairs of the colony. During the next year he explored for some distance along the Atlantic coast. He was elected by the council to serve as president of the colony.

Because the London Company had very little idea of real conditions in America they gave Captain Newport some very foolish orders. When leaving for Virginia on one voyage, they told him that before he returned he must find either a piece of gold or a passage to the Pacific Ocean. He must also place a crown on the head of the great Powhatan.

It being quite out of the question to find either a piece of gold or a water passage to the Pacific in Virginia, all that Newport could do was to crown the old Indian

[185]



chief. Perhaps you would like to imagine yourself in the chief's village on the day when the white men came. You may be able to see the scene as one of the men later described it.

The Powhatan waits, clothed as usual in raccoon skins. Smith and Newport enter the long wigwam and bow before the chief. Now they take his old cloak of skins from him and place on his shoulders the fine red robe sent to him by the English company. The Powhatan likes this garment and pats it proudly.

Here is a part of the ceremony which does not please the chief so much. The white men tell him that he must kneel to receive the crown. The Indian refuses. He will kneel for no man. Smith is equal to the occasion, however. He seizes the old fellow by the shoulders and pushes him down while Newport quickly claps the crown upon his head. The Powhatan straightens up as fast as possible, but he is pleased nevertheless with this attention from his white brothers. He too wants to make a gift. What has he to send to the English king who has so kindly sent him a crown? Ah, now he has it. He will exchange robes with his white brother. Very gravely he gathers up his dirty, worn, raccoon-skin cloak and presents it to Captain Newport as a gift for James, the king of England. How the Englishmen must have laughed as they rowed their boats back toward Jamestown!

**Hard times visit the colony.** — New settlers came, but they were men who wanted to hunt gold and who [186]



cared little about working. The London Company was disappointed because Newport brought only boards and sassafras when they had expected riches. The settlers continued to quarrel among themselves. The Indians grew less and less friendly as they saw more and more white men coming to their shores. Hard times seemed to be upon the little colony.

Smith was an able president in many ways. He explored the coast for some distance and drew maps of the country. He was wise in his treatment of the Indians and often got food from them. He started his men to making tar, glass, and soap so that they would have more articles to send to England. Perhaps the most important thing which he did, however, was to make strict rules for the colony. He told the men plainly that those who would not work could not eat. This rule caused many to give up their idle search for easy riches and to get to work at the farming and building which were so much needed.

Early in 1609 the London Company, which had grown discouraged with the little colony, changed its plan of government. After this time the company itself was usually known as the Virginia rather than the London Company. By the new plan a governor was sent out by the company and there was no longer a council in the colony.

Since Lord Delaware, the first governor, was not able to go at once, he sent a man to serve in his place. The ship which carried this man was wrecked on an island;



so for nearly a year Virginia had no governor. John Smith, who was badly hurt by exploding gunpowder, had to return to England. This left no one able to lead the settlers, and conditions grew very bad as winter came. The small store of food was soon gone. The Indians became unfriendly and refused to help. The people dug roots and fished, but many starved and others died of disease. When Smith left in the autumn, there were five hundred colonists. When the ships came in the spring, there were only sixty. This terrible winter is often called the Starving Time.

**New days come to the colony.** — With the coming of Lord Delaware in June, 1610, the colony took on new life. He put the men at work building a better fort and making more comfortable houses. He improved the church and had a bell hung in its tower. He stored enough food so that no one suffered during the next winter.

When Lord Delaware became ill, Sir Thomas Dale was sent to Jamestown as governor. He was a hard-headed, stern man who ruled with an iron hand. His laws were strict and his punishments severe, but some of them were good for the colony. He gave each man a little piece of ground on which he raised his own food. This made the colonists work harder than they had done when all the food was in one storehouse.

Pocahontas had often brought food to the Englishmen and treated them in a friendly manner. It happened that there was in the colony a young settler [188]

named John Rolfe whose wife had died after they came to Virginia. He and Pocahontas fell in love, and after she accepted the Christian religion they were married in the little Jamestown church. This marriage made the Indians much more friendly and thus protected the colony for a time from attacks.

It was this same John Rolfe who first learned from the Indians how to grow tobacco. Soon the colonists were all raising this crop, and the ships sailing to England were loaded with it. At last the Virginia Company had found a way to gain riches from their colony in America. So much profit was made from the sale of tobacco that there came a time when even the streets of Jamestown were planted with this crop.

In 1619 three important events happened in Virginia. A load of Negro slaves was brought to the colony and sold. With the increased growth of tobacco many workers were needed, and Negroes were especially well suited to working in the hot fields. These were the first slaves held by English people in America.

During that same year the company at home sent out a shipload of girls so that more of the settlers might have wives. Each girl on the ship was soon chosen by a young colonist, who then paid the company one hundred twenty pounds of tobacco as the cost of her passage. There were many weddings in Jamestown and many new homes were built along the James River.

The third event came about because the Virginia



Company once more changed its plan of government. This time it permitted the colonists to elect a group of men from their own numbers, who would help to rule the colony. This group was called the House of Burgesses and, as you will find, it was to play an important part in the making of a new nation in America. The first House of Burgesses met in the church at Jamestown on the thirtieth of July, 1619. Even after the king took the right to govern the colony away from the Virginia Company, he still allowed the colonists to elect their House of Burgesses. This was a privilege that they greatly prized.

Virginia was at last firmly established. More than a thousand settlers lived on farms and in villages along the James. Little factories were making glass and iron. There were years in which food was scarce; there were times when the Indians fell on the settlement with fury; there came a time when most of the buildings in Jamestown burned, were newly built, and again burned; but there was never a time in these later years when there was any thought of giving up the colony. Virginia had entered that period of growth which finally made her a leader among all the English colonies in America.

Before we leave the affairs of Virginia, let us have one look at the House of Burgesses as it sits to consider the business of the colony.

It is only an hour after sunrise when we enter the church at Jamestown, but the beat of a drum is calling



the members to their places. The governor and his council seat themselves in the front of the church in the place where the choir usually sits. Facing them are the burgesses, each man in his best clothes, for this is an important occasion. Do you see the stiff white ruffs which the men wear about their necks? Here is a coat of red velvet, and there a blue silk jacket. Strangely enough, each man keeps his hat on during the meeting, a custom borrowed from the members of the English Parliament.

A prayer opens the meeting. Now a clerk is checking to see whether any member is absent, for if so he must pay a fine. Then the business of the day begins, with one member proposing "that the governor shall not lay any taxes . . . upon the colony . . . otherway than by the authority of the general assembly." The voices rise clear and strong as the burgesses vote "Aye." Not a single "No" is said. Already the English colonists in America have begun to declare their right to manage their own affairs.





### THE STORY OF MASSACHUSETTS

**Religious quarrels send settlers to America.** — Near the close of the Renaissance religious quarrels broke out in Europe. Some people who objected to certain practices of the Catholic Church formed new churches. Such people were called Protestants because they protested against the Church. The first quarrel was between Catholics and Protestants. Later quarrels arose between groups of Protestants.

These old, old quarrels are of interest to us because they caused a great many people to come to America. It was usually expected in European countries at that time that the people would have the same religious beliefs that their king had. In many countries people who refused to worship as the king did were punished.

The king of England was a Protestant and a member

of the Established Church of England. He expected all his subjects not only to worship in this church but to pay taxes to help support it. One group of Protestants not only refused to worship in the Established Church, but wanted to leave it and set up a church of their own. Since these people desired to separate from the church they were called Separatists.

Because they were punished when they did not take part in the services of the Established Church, a group of Separatists who lived at Scrooby, England, went to Leyden, Holland, to live. In Holland they could worship as they pleased, but there were other things which they did not like. Their children grew up speaking Dutch more often than English. The Dutch people did not keep the Sabbath strictly, and this seemed very wicked to the Separatists. After talking and praying over their problems, the Separatists decided to move to some new country where they could keep their English language and ways and yet worship as they liked. America seemed the best place to which to go.

The Separatists had no money, no ships, no friends at the king's court to give them favors. After many difficulties the Separatists made a plan with a company of merchants. This group paid the expenses of sending the settlers to America. The Separatists in turn agreed to hold all their goods and any money which they made as joint property for seven years. At the end of that time everything that they owned would be divided among the colonists and merchants.





About thirty Separatists went from Holland to England, where they were joined by other people who were going to the new colony. These included not only other Separatists but some people hired by the merchants to go as workers, and a soldier named Miles Standish. This man was sent by the merchants to help the Separatists protect themselves from Indian attacks. The party set out in two ships, but when one leaked they returned and crowded most of the colonists on board the larger vessel, the *Mayflower*.

This party of Separatists has come to be known in history as the Pilgrims. The name was probably given to them because they traveled far from home for the sake of their religion.

Now we come to one of the important moments in history. It is the morning of September 6, 1620, and the *Mayflower* is ready to set sail for America. Can you think yourself back into that long-ago time and imagine that you are on board this ship as it lies in the harbor at Plymouth, England?

The square-rigged vessel is filled to overflowing with the travelers and their goods. One hundred and one people are crowded on board. Let us follow the sailors down into the hold of the ship where they are putting in the last barrels. Here we find furniture — tables, beds, great chests, and the like. There is a keg of gunpowder. Yonder are tubs of butter, and beyond barrels of salted beef. Do you see the bags of turnips and near them the great hogsheads of beer? We hear grunting [196]

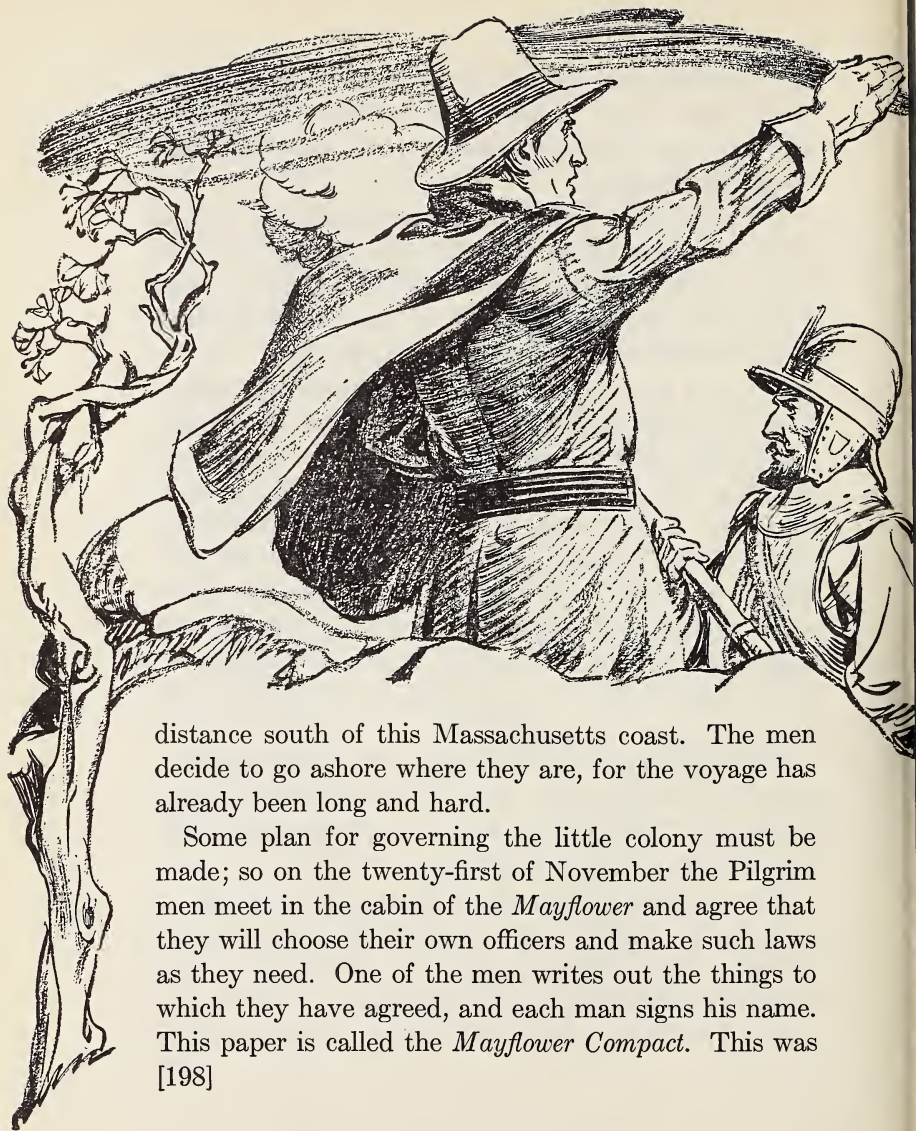
and squealing and pass on to see a pen of pigs bound for the new world. A few goats and a pen of chickens add their voices to the general noise, while two dogs run about on deck.

The sails are raised. The last good-byes are said to the friends on shore as tears fall from many eyes. The anchor is lifted, and as the breeze fills the sails the *Mayflower* starts on the voyage which has caused its name to be remembered through all the years since.

Will you try to think what it is like on board that crowded vessel during the sixty-five days of the voyage? The people sleep in rude bunks built close together in the little cabins. All the cooking is done in frying pans held over small charcoal fires, or in an iron kettle hung over a box of sand in which the fire is laid. Do you wonder that the poor Pilgrims must often eat foods which do not need cooking? Hard bread, cheese, and smoked fish are used when they cannot get a chance to cook. There is little enough food at best, for what they have must last a long time.

The people are ill and wretched. Because they have so few green vegetables, scurvy attacks them. Many are seasick. There is no place on the ship where they may bathe or wash their clothing.

The eleventh of November proves to be a day of rejoicing, for land is seen at last. The captain studies his maps and discovers that he has touched much farther north than he was supposed to land. The rights given to the Pilgrims put their place of settlement some



distance south of this Massachusetts coast. The men decide to go ashore where they are, for the voyage has already been long and hard.

Some plan for governing the little colony must be made; so on the twenty-first of November the Pilgrim men meet in the cabin of the *Mayflower* and agree that they will choose their own officers and make such laws as they need. One of the men writes out the things to which they have agreed, and each man signs his name. This paper is called the *Mayflower Compact*. This was [198]

the first time that any group of colonists had ever made such plans to manage their own affairs.

The party rests on the Sabbath, but on Monday the men, with Miles Standish at their head, set out along the shore to find a place for the settlement. The women have another task to do. On their first Monday in America they take their huge bundles of soiled clothes on shore and have a great wash day. Can you see those sturdy Pilgrim women rubbing and scrubbing that two months' washing?





**Plymouth colony is founded.** — By December the village was laid out and named in honor of the Plymouth from which they had sailed. As houses were finished, the Pilgrims left the *Mayflower* to live in their new homes.

The winter was not cold, but food was scarce. Many of the settlers were ill, and more than half died. Even so, not one Pilgrim sailed back to England when the *Mayflower* left in the spring.

There were only a few Indians living near Plymouth. One, named Samoset, had learned English by talking with fishermen along the coast. Another, named Squanto, had been taken to England by some explorers. Both were a great help to the settlers. They showed them how to plant corn with a fish in each hill as the Indians did. They brought Massasoit, the chief of the nearest tribe, for a friendly visit. He and the governor agreed that the Indians and white men should always remain friends. Both groups kept their word in this matter.

The crops of grain and vegetables which the Pilgrims planted grew so well that in the autumn there was much food. Governor Bradford ordered that there be a feast of thanksgiving for the splendid harvest. This was America's first Thanksgiving Day. Massasoit and all his tribe came and stayed three days. Hunters brought wild fowls from the forest. The Pilgrim women baked and boiled. The days passed merrily, not only with plenty of feasting but with dancing and singing by [200]

the Indians and with games in which even the serious Pilgrims joined.

The little colony at Plymouth grew. Many of the later settlers were Separatists but some were not. The people worked at farming, fishing, salt making, and trading. After the colonists were able to free themselves from their contract with the merchants who had sent them over, they made more money for themselves. These Separatists of Plymouth were simple people who had no riches and little education, but they had the courage to suffer and die for what they believed to be right.

**The Puritans look toward America.** — The Puritans were other English Protestants who had difficulties over their religious beliefs. They did not want to leave the Established Church, but they did want to change many of its customs. They said that they wanted to “purify” the church, and from this came the name Puritan. Because they were being punished for their beliefs, these people also began to turn their thoughts toward the new world.

A new company was formed in England for the purpose of settling a colony of Puritans in America. The merchants in this company expected, of course, to make money from trade with the colony as well as to provide the Puritans a place where they could worship as they liked.

The new venture began with a little settlement of fishermen off Cape Ann on the Massachusetts coast.

Later this group moved to a place called Salem, where land was secured and where in 1628 sixty new settlers came. John Endicott, a stern and hot-headed Puritan, was made governor.

During their first winter many of the new colonists were ill. A doctor came from Plymouth to treat the sick. This kind act made a tie of friendship between the Puritan and Separatist colonies which continued through the years.

**The Massachusetts Bay Colony is settled.**— In 1629 the company of merchants, who were now called the Massachusetts Bay Company, received from the king of England a grant of land in Massachusetts. They were also given the entire right to control the affairs of any colony which was settled on this land.

The Massachusetts Bay Company had many wealthy members; so the new colony which they sent out was well provided with supplies. In March, 1630, a fleet of eleven ships sailed away from England. On board were about seven hundred settlers, many of whom were Puritans. These people took cows, horses, goats, and all manner of household goods and tools to use in their new colony.

Governor Winthrop and the other officers of the company sailed into Salem harbor on the twelfth of June. Vessels carrying other colonists arrived during the next two or three weeks. Many members of the party had died from scurvy during the long voyage.

The colonists settled in several little villages along the  
[202]

coast, some at Salem, some at Charlestown, and many at the place which we now call Boston. The first months were hard, with much sickness and death to discourage the Puritans. When the ships went back to England, a hundred people gave up and returned.

In spite of these early troubles the Massachusetts Bay Colony grew rapidly. The Puritans in England were being treated cruelly, and more and more of them went to America. It is said that by 1641 twenty thousand people had gone across the Atlantic to Massachusetts. Although some returned, many remained there and new towns were built.

Most of the settlers in Massachusetts were Puritans. A few were rich and highly educated, but the greater number were middle-class English people. However, all Puritans had great respect for learning and a great desire to manage their own affairs. They felt very sure that their way was the only true way to worship God. Only members of their church were allowed to vote in the colony. People of other religious beliefs were sometimes punished, as the Puritans themselves had been in England.

Since the people lived in towns, it was natural that they should hold town meetings to manage their affairs. The first one, held in Dorchester in 1633, stated that a weekly meeting would be held "to settle and set down such orders as may tend to the general good."

The stern old Puritans had laws against many things which are common today. People were not allowed

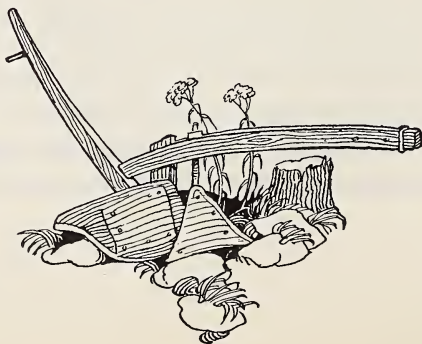


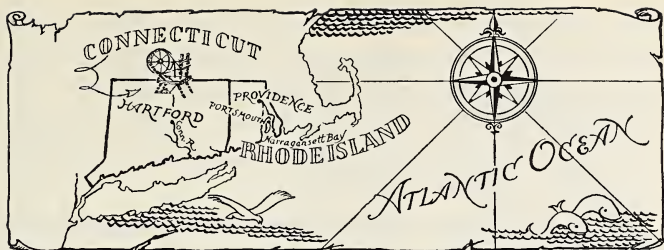
to wear ruffs, hatbands, belts, beaver hats, or gold and silver girdles. There was a law against card playing. Celebrating Christmas was considered very wicked. A man who set up a Maypole for a May dance had it cut down.

Punishments were severe. Those who broke laws might be fined, or whipped, or set in the stocks. This latter was a framework with holes in which the feet and hands of the prisoner were fastened, so that they extended straight out in front of him as he sat on a low bench. If a crime were more serious, a prisoner sometimes had his ears cut off.

The Puritans set up schools in their colony. Boston had a school in 1635. The next year a college was started, which was later named Harvard College in honor of a man who left his library and a sum of money to the school. This college has now grown into one of America's great universities.

The Massachusetts colonists farmed, fished, worked at shipbuilding, and set up a few small workshops. They were thrifty, hard-working people who made their colony a leader among the English colonies in America.





### COLONIES WHICH WERE SETTLED BY MASSACHUSETTS PEOPLE

Rhode Island becomes a refuge. — There were people in Massachusetts who did not believe just as the Puritans did about religious matters. Strangely enough, the Puritans who had come to America to worship in their own way were not willing to allow this same freedom to other people in their colony.

In 1631 there came to the Massachusetts Bay Colony a strong-minded young preacher named Roger Williams. He was a man who talked much about what he believed. He served as a minister at Salem, but he also lived in Plymouth and Boston. He made friends with the Indians of Massasoit's tribe, living with them in their wigwams to learn their language.

The things which Williams believed were so different from the beliefs of the Puritans that in 1635 the General Court of Massachusetts ordered, "Mr. Roger Williams . . . shall depart out of this colony within sixe weekes . . . not to return anymore without liscense

from the court." Since this order was made in the autumn, the court added that Williams might remain until spring if he would not talk of his opinions. To tell Roger Williams not to talk was a waste of time. Although he was ill, he still gathered people around his sickbed and talked of his beliefs.

When the officers came for him, the young preacher slipped away into the forest and escaped them. This was in January, 1636. Long afterwards Williams wrote of his experience, "I was sorely tossed for one fourteen weeks, in a bitter winter season, not knowing what bed or bread did mean." The Indians with whom he had made friends gave him shelter and food.

In the following summer Williams and some friends bought land from the Indians and started a little settlement which they called Providence. Many people who did not like the strict Puritan rule in Massachusetts joined these first settlers at Providence.

The same year that Williams made his new settlement, there came to Massachusetts a woman who, like this young preacher, was to be ordered from the colony. Mrs. Anne Hutchinson was a kind woman who nursed her neighbors when they were sick, but she was also a good speaker. In a time when women were expected to care for their households and to keep silent about religious matters, it was natural that the Puritan leaders did not approve of Mrs. Hutchinson.

This woman held meetings where the women of the colony talked over the minister's sermons. She even [206]





went further and told the women of her own beliefs. Since some of these did not agree with the beliefs of the Puritan leaders, she was soon in difficulties.

Matters came to a head when Mrs. Hutchinson was ordered to appear before the court of the colony and speak of her views. Perhaps you can catch a glimpse of her there, as she stands in the church at Newtown and faces the Puritan leaders.

The forty members of the court are seated across the front of the church, with preachers from all the neighboring towns gathered in the front pews. The other seats are filled to overflowing with colonists eager to hear the arguments. Up the center aisle of the church walks Anne Hutchinson, to stand before these stern men who have accused her of not believing in God. Pale and quiet, she waits for the questions.

It is not a long wait, for soon questions are being flung at her from every side. John Winthrop, a little more bitter than the others, seeks to ask questions which will cause her by her own answers to show that she is guilty. Anne Hutchinson is a wise woman who sees through this plan. She answers so quietly and simply that even Winthrop cannot object to what she says.

But now she speaks of truth which God has shown to her, and they are at her again. "The woman is mad!" "The woman is led by Satan!" "She must leave this colony!" Even the words of her friends cannot save her now. She is ordered to cease speaking and the members of the court talk together.

After a time Anne Hutchinson is called again to face the court. She hears the order read that she shall be "banished out of our colony as being a woman not fit for our society."

Thus it was that the Puritans treated those who did not agree with them.

Mrs. Hutchinson and a group of her friends formed a new settlement on an island in Narragansett Bay. Later this settlement was known as Portsmouth.

Two other towns were formed by people who could not live at peace with the Puritans. For a time the four little settlements each managed its own affairs, but in 1644 Roger Williams went to England and secured an order from the king which made the four towns one colony. This was at first called the Providence Plantations in the Narragansett Bay, but it later became Rhode Island.

**The Connecticut valley receives settlers.** — People heard of the rich land along the Connecticut River. Groups of Dutch first settled there, but the English were not far behind them.

In the Massachusetts Bay Colony there were many strong men, some of whom longed to form a new colony of their own. One of these men was Thomas Hooker, the minister of the Newtown church. In the spring of 1636 he and about a hundred members of his church set out for the Connecticut valley. What a sight they must have made as they traveled through the woods, where the trees were turning green and the spring

flowers were blooming! The men carried Mrs. Hooker in a litter, which is a sort of framework holding a couch. Men, women, and children tramped along driving cattle, sheep, and hogs before them.

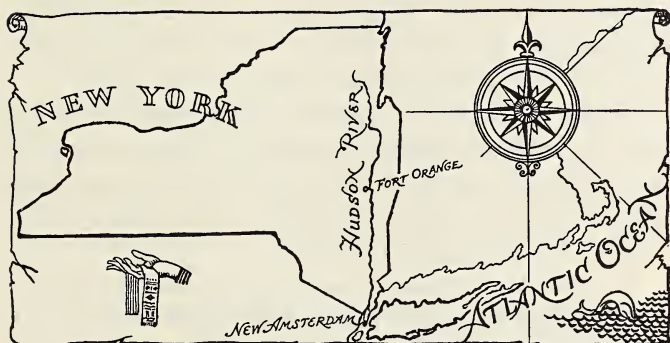
After two weeks of travel they reached the place where Hartford is today, and there they settled. Later other groups coming out from Massachusetts formed other towns. Some settlers also went to Connecticut directly from England.

Thomas Hooker was a leader in forming the new government which bound all these towns into one colony. Unlike Massachusetts, Connecticut did not require people to be members of the church in order to vote. The people in the colony had more rights than they had had in the older colony. Among these was the right to choose the governor.

**Maine and New Hampshire are formed.** — Captain John Mason obtained some land lying north of Massachusetts, which he called New Hampshire in honor of his old home in England. He made a settlement on this land.

Some friends of Mrs. Hutchinson, finding it necessary to leave Massachusetts, went north and made a settlement not far from the one made by Mason. Other men drifted into the region, some of them wild, rough fellows. Two more small towns were started. Massachusetts ruled these towns for a number of years, although most of the settlers were not Puritans. In 1678 a part of this northern region separated from [210]

Massachusetts and became known as the colony of New Hampshire. The other part of the region remained under the control of Massachusetts until the end of the colonial period. This part is now the state of Maine.



### THE STORY OF NEW YORK

**Dutch traders in America.** — You remember that an English sea captain named Henry Hudson sailed for a Dutch trading company in search of a water passage through North America. He did not find such a passage, but he did explore a bay and a broad river which flowed into it. These were the bodies of water which you will find marked on your map as New York Bay and Hudson River, although they did not receive these names until many years after Hudson explored them. The captain claimed the land along the river and around the bay for the Dutch.

When the Dutch read Henry Hudson's description of



the furs in America, they were delighted. They saw themselves growing wealthy through fur trade with the Indians. In less than a year after Hudson's return a ship was sent to America to open trade. Other ships followed, and soon loads of furs were traveling steadily across the Atlantic. Beaver skins, which were used for making hats, were most desired. In one load more than 7,000 of these skins were sent to the Netherlands.

During these early years the Dutch were not interested in sending settlers to America, but they did need to establish trading posts and forts. The first important post was built in 1617 where the city of Albany now stands. It was called Fort Orange.

In 1621 the government of the Netherlands gave to the Dutch West India Company all rights to trade and to settle the lands in America which were claimed by the Dutch. This territory was to be known as New Netherland, in honor of the mother country. In 1623 the first party of settlers arrived. This was a group of about thirty Protestant families who lived in a part of the Netherlands controlled by the Catholics. In New Netherland they were allowed to worship as they liked.

**A new plan of settlement.** — As the fur trade grew larger, more farmers were needed in the new colony to grow food for the traders. Settlers did not come from the Netherlands in large numbers because most of the Dutch were happy and contented at home. The officers of the Dutch West India Company saw that some-  
[212]

thing was needed to attract more people from the home country. They therefore set up a new plan of settlement. The company gave to certain men, who became known as patroons, large areas of land along the rivers in New Netherland. Each patroon, in return for this land, was to bring over at least fifty settlers. The patroons held court and settled disputes among their settlers and punished those whom they found guilty of breaking laws. They also received from the company the right to trade in any article except furs and to make anything which they wanted except woolen, linen, and cotton cloth. The company wanted to save the rich fur trade for itself and the weaving for the mother country.

This new plan did bring more settlers to New Netherland, but in some ways it was a poor plan. The settlers had to give their patroon a tenth of all they raised, pay him rent, and work for him besides. Naturally such hard conditions led the settlers to quarrel with the patroons.

**Government in the colony.** — The chief officer of government in the colony was called the director-general. This man was appointed by the Dutch West India Company. The first important director-general was Peter Minuit, who came to New Amsterdam in 1626. He was an able ruler who helped the struggling little colony to grow.

One of the most important things which Minuit did was to buy Manhattan Island from the Indians. This



island, where the city of New Amsterdam was built, is now the heart of New York City. Minuit got it from the red men for beads and ribbons worth about twenty-four dollars in our money. This was a good bargain, for the Dutch secured the land at a very cheap price and the purchase made the Indians friendly for a time.

Minuit built a fort on his newly bought island, and near it a stone house where public business could be carried on. Near these, thirty little bark houses provided homes for settlers. He had a large ship built which he called the *New Netherland*. This cost so much that the company was angry over the bills.

Partly because of this matter Peter Minuit was called home and a new director-general was appointed.

There followed a period during which the colony had two directors, neither of whom was a good ruler. The most serious difficulty of this time was a bloody war with the Indians, brought on largely by a foolish Dutch director.

Peter Stuyvesant came to New Netherland in 1647 as the director-general. He was a proud, stubborn man who liked to have his own way and who flew into a rage when he did not get it. However, in spite of his temper, he did much to make the colony grow. Stuyvesant had lost a leg in a battle, and in its place he wore a wooden peg, which he had decorated with silver bands and nails. Because of this he was nicknamed "Old Silver Leg."

Under Stuyvesant's rule New Amsterdam grew from a town of five hundred to a city of ten thousand people. Stuyvesant did what he could to make the fort stronger, and he was wise in his dealings with the Indians. The Dutch had begun to ask for the right to help make their own laws. But Stuyvesant did everything he could to deny the people such rights, and this made many of the colonists dislike him and his rule.

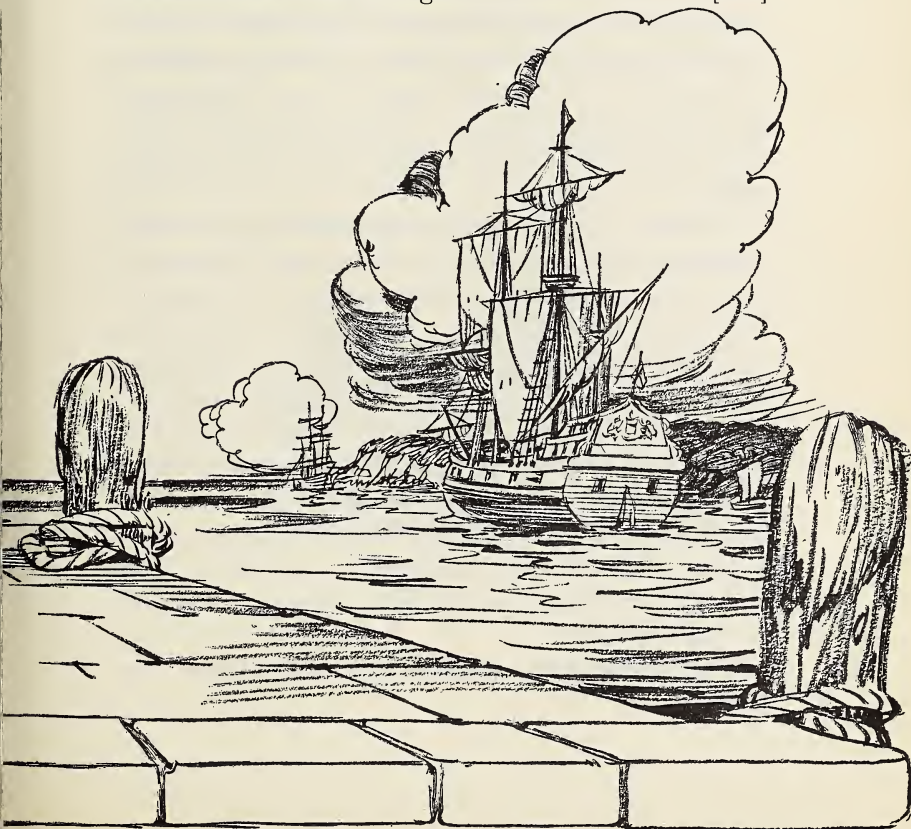
**The coming of the English.** — The English had colonies both north and south of New Netherland. They had long been jealous of this Dutch settlement with its rich trade in furs. The settlers in Connecticut had had various quarrels with the Dutch over boundary



lines. In 1664 King Charles II of England decided to seize New Netherland. He sent four ships, commanded by Colonel Richard Nicolls, to take the colony. Stuyvesant was away from New Amsterdam fighting Indians when he received word that an English fleet was approaching. Hurrying back to New Amsterdam, he was in time to see the ships anchor in the Lower Bay.



Can you imagine that you are in New Amsterdam during the next few days? People crowd the streets talking. Many are tired of Peter Stuyvesant's stern rule and wish to surrender to the English. The Dutch West India Company has not provided enough money to keep the fort in repair. There is no hope that the twenty small guns there can hold the city against the English cannon, but Peter Stuyvesant is a brave soldier and feels that he should fight. [217]



The English demand for surrender has been followed by a letter which Stuyvesant now reads to a group of leading citizens. The English promise the Dutch many privileges if they surrender. The citizens are nodding their heads, for they think it wise to try the English rule. Not so, brave old Peter. He stamps up and down on his wooden leg, tearing the letter to bits and crying that he will never take down the Dutch flag.

News of the letter reaches the crowd in the streets, who begin to roar for Stuyvesant to surrender. Instead the director sends a long letter to Nicolls explaining the justice of the Dutch claims. The Englishman's brief reply is quickly made, "On Thursday, I shall speak with you at Manhattan. I shall come with ships and soldiers."

Thursday dawns. Stuyvesant stands on the fort watching the English ships sail up the bay. The gunners in the fort wait with lighted matches in hand for Stuyvesant's order to fire. The people crowd about their director begging him to surrender. "Resistance is not soldiership," says one, "it is sheer madness." The old minister adds, "Of what avail are our poor guns against that broadside of more than sixty? It is wrong to shed blood to no purpose." Beaten at last, old Peter Stuyvesant gives the order that the white flag be raised, but adds, "I had rather be carried to my grave." Thus without the firing of a shot New Netherland becomes an English colony.

The English flag replaced the Dutch colors. New  
[218]

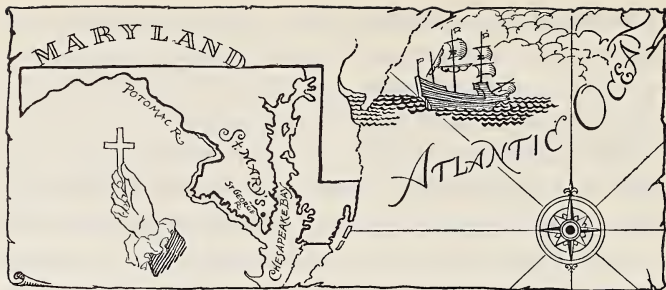
Netherland was renamed New York, as was also the city of New Amsterdam. A few other Dutch towns were given English names, and the river which Hudson had discovered was named in his honor.

The colony grew rapidly, for new settlers came not only from England but from many countries in Europe where religious quarrels raged. The fur trade continued to be a source of wealth, but farming gained a more important place as the years passed. Some years after the English had taken control they granted the colony the right to have an assembly which helped to make the laws.

For the most part the colony enjoyed peaceful, happy years under English rule. With New York added to its colonies, England held a long line of settlements along the Atlantic coast.







### THE STORY OF MARYLAND

**The Catholics find a refuge.** — The Protestants were not the only people who were treated cruelly because of their religious beliefs. With a Protestant king on the throne of England the Catholics suffered greatly. George Calvert, the first Lord Baltimore, was an Englishman who dreamed of founding a colony in America which would be a refuge for his fellow Catholics. Fortunately he was a good friend of King Charles I, who gave him a huge stretch of land lying north of Virginia.

The colonists in Virginia did not like this act of their king very well, for they thought that this grant was part of the land which had already been given to them. One Virginian was especially angry because he had already built a little trading post on an island which was now a part of Maryland.

The king gave Lord Baltimore the right to rule his land as he liked so long as he remained loyal to England and gave his settlers the rights of Englishmen. A person with such power over a colony was called the

[220]

*proprietor*. The new land was named Maryland in honor of Henrietta Maria, King Charles' Catholic wife.

Soon after he received the grant of Maryland, the first Lord Baltimore died and his son, Cecil Calvert, became the second Lord Baltimore and the proprietor of Maryland. Like his father, he was a wise and good man. He not only wanted to found a colony where Catholics could worship freely, but one where people of all religious groups could live together in peace, each person worshipping God in the way which seemed best to him. He made this wish come true, and Maryland had the honor of being a colony in which all men alike enjoyed religious freedom.

In February of 1634 two little vessels sailed into Chesapeake Bay. On board were the first settlers for Maryland, twenty gentlemen of rank and three hundred workers. Many of the latter were Protestants; so from the first the colony had both Catholic and Protestant settlers. Leonard Calvert, Lord Baltimore's younger brother, came as governor.

In search of a place for the first settlement, Governor Calvert and a party of his men sailed up the Potomac River, and from this into the St. George River. Along this stream they made their way until they came to a high bank upon which was an Indian village. Will you try to imagine that you are watching that first meeting of the red men and the Maryland settlers?

In the warm spring sunshine the Englishmen make their way from the boat up the hill to the village. In

their arms they carry hatchets, bright-colored cloth, and hoes. The Indians come to meet them. Speaking through a Virginia settler who understands the Indian language, Governor Calvert says, "Will you sell us land?" The Indians quickly answer "Yes," for they have been about to leave their village because of an enemy tribe to the north.

Hatchets, hoes, and cloth are piled on the ground until the Indians are satisfied. They have sold their cleared and planted fields, their huts, and miles of forest. They will stay only long enough to teach the English how to farm in the New World. Governor Calvert has made a good bargain.

A few months pass, and once more we catch a glimpse of this village, now named St. Mary's. The trees of the forest are turning gold and red. In the fields the Indian corn is ripe, and a ship is being loaded with it. This vessel will sail along the Atlantic coast to Massachusetts, where the corn can be traded for salted fish. Cattle and hogs, bought from the Virginia colonists, are in pens. Strong log cabins have taken the place of Indian huts, and in each cabin a woman goes about her work while little children play on the floor. Here are homes with happy people in them. No fear of Indians and no quarrels about religion disturb the peace of this pleasant colony.

**Later days in Maryland.** — The new colony grew rapidly. Its warm climate and rich soil attracted many settlers. Farming was the most important work and [222]





tobacco the most important crop. As in Virginia, Negro slaves did much of the work on the great farms.

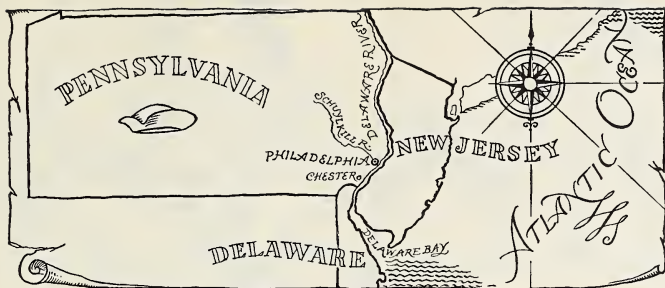
Lord Baltimore had been given the right by the king to make the laws for the colony. He was required to have an assembly in which freemen of the colony sat. This assembly wanted to help make the laws. After a time Lord Baltimore consented; so in Maryland as in several others of the colonies the people were learning how to manage their own affairs.

Virginia was not very friendly to Maryland, not only because of the land which the latter held but because there were so many Catholics there. The Virginia colonists almost all belonged to the Established Church, or Church of England.

The Virginian who had a trading post on an island which had been granted to Lord Baltimore refused to accept the fact that this island now belonged to Maryland. There was fighting between his traders and Governor Calvert's men at times for several years. In the end the trader was defeated.

The years brought some difficulties, but on the whole Maryland was from the beginning a successful colony. Under its fair and just government not only Catholics but Protestants of many different beliefs found freedom to worship as they wished.





### THE STORY OF PENNSYLVANIA

**A great plan is made.** — It is the year 1661. In a little English village a group of plainly dressed men sit around the table in a coffeehouse talking together. In the group is a young lad of seventeen whose blue silk coat looks very gay against the grays and blacks which the older men wear. This boy listens eagerly to the men as they talk of finding in America a place where people of their religious faith may form a colony. They speak of the Puritans who have established themselves in Massachusetts, of the Catholics who have found peace in Maryland. Surely in the great forests of America there is some piece of land where the Friends may also find shelter to worship God as they wish.

The young lad in the gay coat stirs in his chair, his eyes shining. What a splendid dream this is! What a fine adventure to establish in America a colony where people who are now whipped, fined, and thrown into jail could live in peace and happiness! It was twenty



years before the young college student was to see this dream come true, but he never forgot the joy of that moment when he first heard of the plan for a colony of Friends in America.

William Penn was the son of an admiral in the English navy. His father was a rich man and a close friend of the king. He expected his son to take a place in the life of the king's court. The boy was sent to Oxford University, and while there he happened to attend a service of a religious group who called themselves the Society of Friends. The young lad admired the quiet faith of these people. Again and again he slipped away to their services. He talked to their leaders and read their books, and by and by he found himself believing as these people believed about religious matters.

The Friends, who were called Quakers by other people, were a Protestant group who believed that God spoke to each person, telling him what he should do. In order better to know what God desired, a person



must be very quiet. When the Friends went to their church services, instead of always listening to a sermon they spent much time in quiet thought. If someone felt that he had a message, he arose and spoke. If no one felt called to speak, the people went quietly home. The Friends dressed simply and did not usually wear bright-colored clothing. They addressed other people as "thee" and "thou" instead of "you." They spoke of Sunday as "First Day."

The Quakers, as we shall hereafter call these people, refused to pay taxes to support the Church of England. This, as well as their queer ways, made other groups dislike them. They were often punished by being fined, held in jail, or whipped. Some of them went to America, but they had a hard time there, for in some of the colonies they were cruelly treated. Their only hope seemed to be to start a colony of their own.

**The plan is carried out.** — Strangely enough it was to young William Penn, who at seventeen had dreamed of



such a colony, that the chance came really to found a Quaker settlement in America. Penn's father was very angry with him when he became a Quaker. The young man was punished severely by his father, but when the latter died William received his property. Admiral Penn had, some years before his death, lent a large sum of money to the king of England. William knew that it would be very hard to get the king to pay him in money. Remembering his boyhood dream he asked the king to settle the debt by giving him land in America instead.

The king was more than glad to do this; so he gave Penn a grant of land lying along the Delaware River and stretching many miles to the west. Penn's grant was almost as large as the whole of England and Wales. This was the region which we know as Pennsylvania.

William Penn was now ready to found his Quaker colony. He wrote descriptions of the country, telling of its mild climate, its great forests, its rich soil, its fish and game. He also explained that settlers would enjoy a free and fair government. Penn had been very particular to secure from the king the right to establish such a government.

Penn was a proprietor, as Lord Baltimore was in Maryland, but he believed in a government which gave the people many privileges. Important among these was the right of the people to elect a body, called a legislature, which helped to make the laws. Penn also allowed religious freedom so that any group who desired

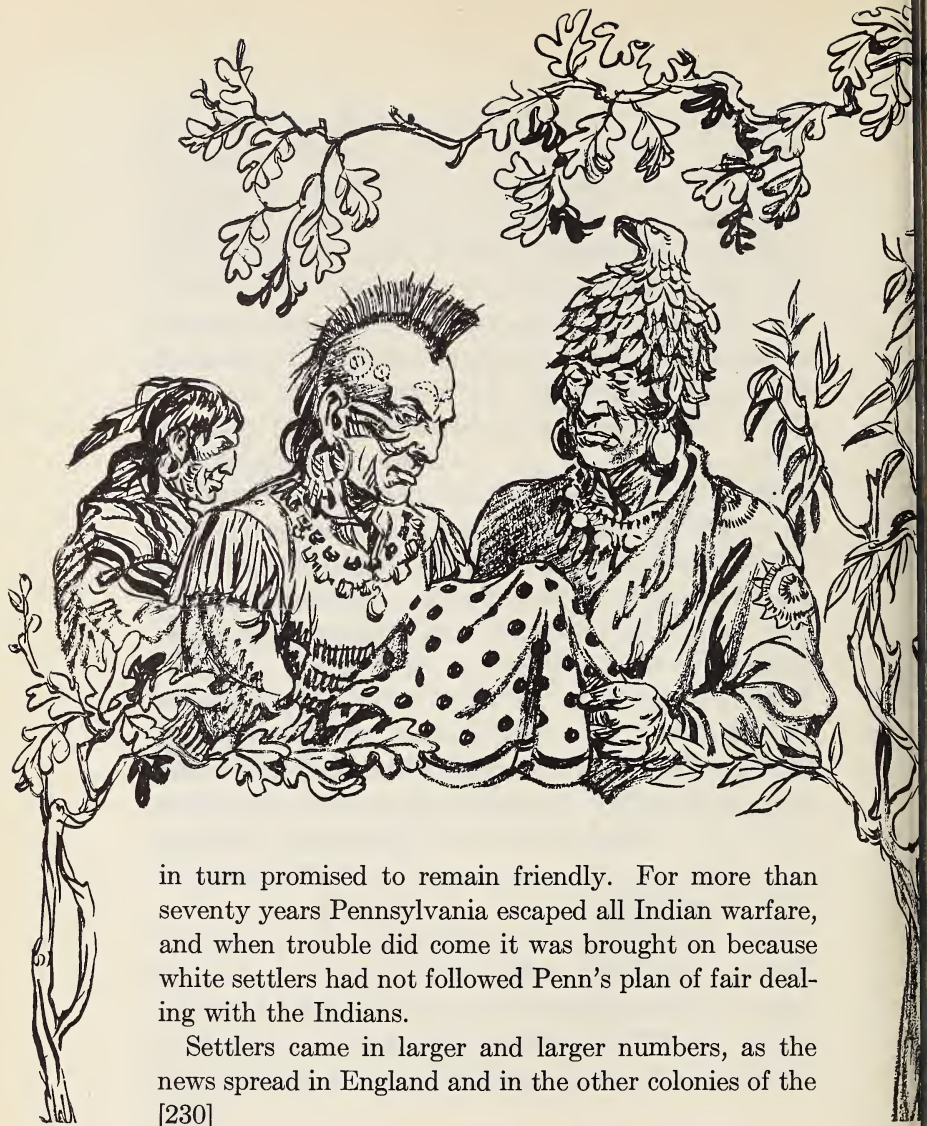
[228]

to do so might establish a church in the colony. He arranged that only a few serious crimes could be punished by death. Prisons were much improved. Penn's plan of government was so wise and just that many parts of it were later used in the plan of government for the United States.

In 1681 the first of the Quaker settlers went out, and in 1682 Penn and another party sailed for the shores of the Delaware. They arrived at the river in the early days of October, to find the forest which lined its banks a blaze of gold and red. Can you understand how happy those Quakers must have been as they sailed up the river in the cool autumn days, gazing at the brightly colored forest trees and the fields ripe with Indian corn? They touched at a little Swedish settlement on the river, which was afterwards called Chester and which today is the oldest city in Pennsylvania.

Going fifteen miles farther up the river, Penn selected a place between the banks of the Delaware and Schuylkill Rivers for his settlement. He then made the plan of the city which he expected this settlement to become. Today the city of Philadelphia still has streets laid out and named as William Penn planned them so long ago.

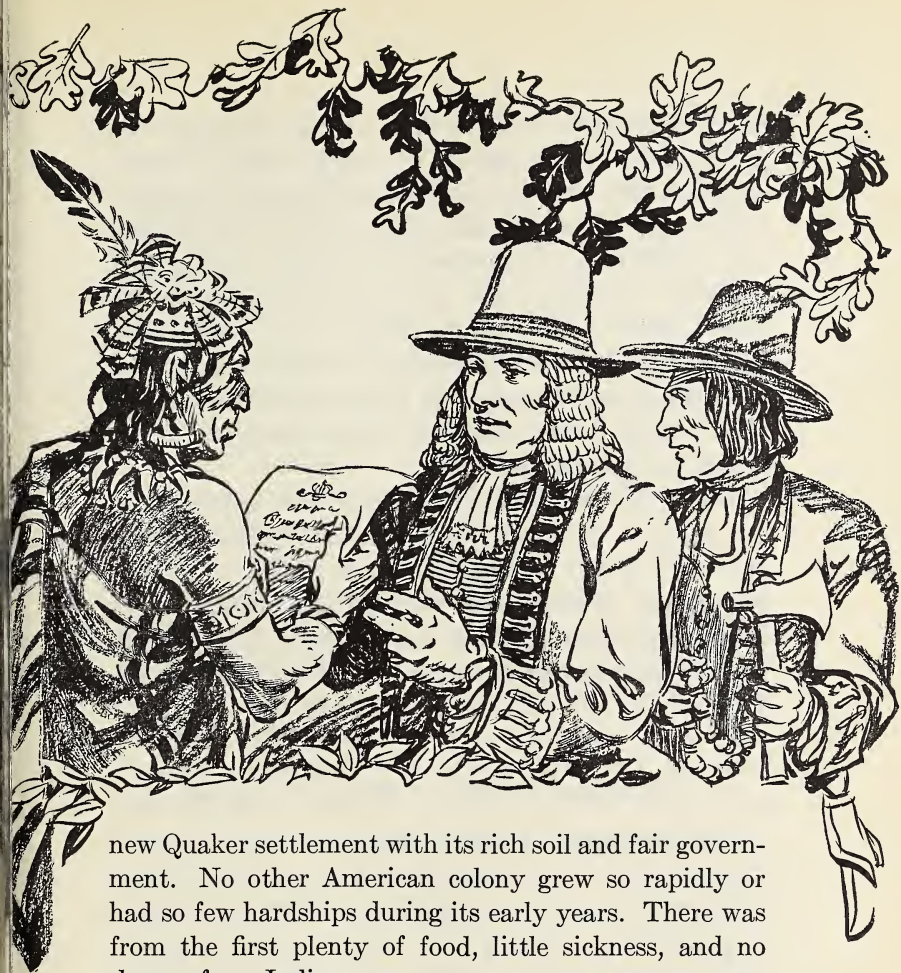
During his first year in the colony Penn traveled about a great deal. He met the Indians in several different places and paid them for their land in blankets, knives, kettles, and other goods which Indians liked. He promised to treat them kindly and fairly, and they



in turn promised to remain friendly. For more than seventy years Pennsylvania escaped all Indian warfare, and when trouble did come it was brought on because white settlers had not followed Penn's plan of fair dealing with the Indians.

Settlers came in larger and larger numbers, as the news spread in England and in the other colonies of the [230]





new Quaker settlement with its rich soil and fair government. No other American colony grew so rapidly or had so few hardships during its early years. There was from the first plenty of food, little sickness, and no danger from Indians.

**Later days in the colony.**— Other people beside Quakers came to Pennsylvania. Philadelphia had many English settlers who belonged to the Established



Church and who were always trying to control the government of the colony. Germans came in great numbers, but they settled largely outside of Philadelphia. Many Scotch-Irish people went to the western part of the colony, which was less thickly settled than the east. Although the Quakers were probably not over a third of the total population, they largely controlled the affairs of the colony for many years. The plan of government set up by Penn proved to be so just that with but few changes it was continued until the end of the colonial period.

Pennsylvania became one of the most important of the colonies. Its good location on the Delaware River, its rich soil, and its mild climate helped it to become important. Probably an even greater reason for its importance was that it had many thrifty, hard-working settlers and a government which allowed freedom to the citizens.

#### THE STORY OF OTHER MIDDLE COLONIES

**The settlement of New Jersey.**—Soon after the Dutch settled New Netherland, they also entered the country lying between the Hudson and Delaware Rivers and made a few settlements. Although this seemed a good region in which to start a colony, these first settlements did not grow to be large.

When the English took New Netherland from the Dutch and renamed it New York, the king gave the  
[232]

control of the colony to his brother, the duke of York. The latter made a gift of the region now known as New Jersey to two of his friends. They divided the land between them, calling one part East Jersey and the other West Jersey. The owner of West Jersey soon sold his part to two Quakers. These men had so many difficulties over debts that the little colony finally passed into the control of a group of Quakers, of whom William Penn was one. This was several years before Penn started Pennsylvania. He gained much knowledge about managing a colony from his experiences in New Jersey. This knowledge later helped him to make Pennsylvania a successful colony.

Many Quakers settled in West Jersey. Penn and his partners set up a very fair plan of government. One thing that the settlers liked about this plan was that it allowed people to worship as they pleased. It also provided for an assembly, elected by the people, which helped to make the laws.

A few years after Penn and his friends got control of West Jersey, he and eleven other Quakers bought East Jersey. These new proprietors set up a government much like the one already begun in West Jersey. To this colony with its freedom of religious belief came great numbers of Presbyterians from Scotland. In their own country these people were punished and often killed because of their religious beliefs. They were glad to find a place in America where they could live safely.

Today the city of Wilmington stands on this spot. The Swedes bought land from the Indians for their settlement.

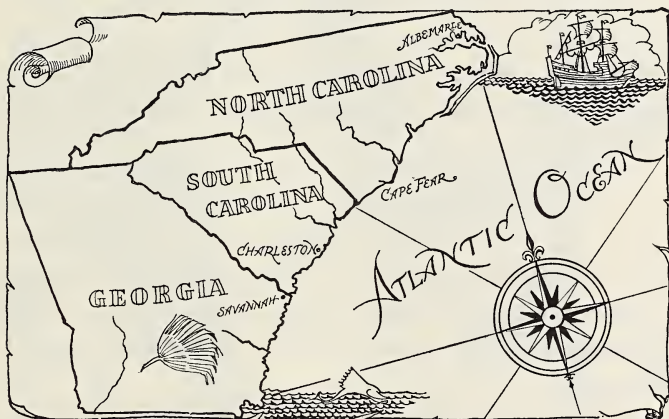
At about the same time some Puritans from Connecticut were also settling in this region. Three European nations had now laid claim to the rich banks of the Delaware, but the three soon became only two, for the Dutch and Swedes both turned against the English settlers and drove them out.

The Dutch objected to the presence of the Swedes, but the latter continued to build forts and increase their trade. When Peter Stuyvesant became governor of New Netherland, things took a new turn. Peter was a man of action. He led his soldiers through the wilderness and built a new Dutch fort on the Delaware. Soon afterwards he forced the Swedes to surrender to him, and Delaware became a Dutch colony.

When the English took the Dutch territory in 1664, Delaware once more changed rulers and was governed by the duke of York. Soon after William Penn came to Pennsylvania, he felt the need for control of the west side of the Delaware all the way to the sea. Since he was a friend of the duke of York, he was able to persuade the latter to give him the grant of Delaware.

For twenty years the little colony was a part of Pennsylvania, enjoying the same wise government which helped the larger colony to grow. In 1703 Delaware was given its own legislature, but until the end of the colonial period it remained under the governor [236]

of Pennsylvania. At the time when a group of the English colonies lying along the Atlantic coast broke away from England and set up their own government, Delaware separated from Pennsylvania. It is thus counted as one of the thirteen colonies which later became the first thirteen states in the United States.



### THE STORY OF THE FAR SOUTHERN COLONIES

**The settlement of the Carolinas.** — For many years after Virginia became a colony, there lay to the south a great stretch of forest-covered land which had been little explored by white men. In 1653 the Virginia House of Burgesses decided to add this region to their colony. They sent a party of men who made a settlement which they called Albemarle. The burgesses not only gave these settlers the land, but provided them



with guns and powder. Another group of people made a tiny settlement at Cape Fear on the coast.

In 1663 King Charles II of England, wishing to reward some of his friends, made them a grant of land in America. They were given the land lying between the Virginia colony and the Spanish territory in Florida, which was hereafter to be called the Carolinas. There were eight men who received this gift; so the new colony had eight proprietors. The two small settlements already made in this territory were now a part of Carolina.

It was not until 1669 that the proprietors took any steps to settle their colony. In that year they drew up a plan of government, and the next year they sent out a party of Englishmen. These people built a little village which they called Charles Town. This was the beginning of the present city of Charleston, South Carolina.

The plan of government which the proprietors set up was a very poor one. It caused constant quarrels between the people and the governors who were appointed by the proprietors. There continued to be so much disagreement that in 1729 the proprietors sold their rights to the king. After that the governor was appointed by the king. There was some improvement under this new plan, but the Carolinas did not yet enjoy a good government such as some of the other colonies had. In 1714 the territory had been divided to form two colonies called North and South Carolina.



North Carolina was from the first settled by people who loved freedom. Men who wanted to escape the laws of Virginia found refuge in its forests. The settlers at Albemarle and the later ones who came from Europe were all people who loved adventure and a free life.

The people in this colony nearly all lived on small farms which they worked with the help of a few slaves. They were usually rather poor. Since there were almost no schools, few people were educated. They were for the most part bold, rough people who were more than ready to fight for their rights.

South Carolina people came to live a different sort of life. The warm climate, low plains, and rich soil made this an excellent place to grow rice, cotton, and indigo. All of these crops were suited to large farms, and all required much labor. The colonists who were able had big farms, called plantations, which were worked by Negro slaves. These rich farmers usually hired a white man to look after their farms and Negroes, while they lived in Charleston where the climate was more pleasant. With the owners away much of the time, the slaves on these farms were often badly treated.

Charleston had splendid houses of brick, built with wide porches (called verandas in the south) and great halls. The houses had beautiful gardens around them. Churches and public buildings were more handsome than those often found in the colonies. With Negro slaves to do his work, the gentleman farmer of this southern colony had time to live a pleasant life.





There were some small farms in the colony which were worked by their owners. Merchants, traders, and hunters also played important parts in the life of South Carolina. All the citizens, like their neighbors in North Carolina, were very jealous of their rights.

**The settlement of Georgia.** — Georgia, the last of the English colonies to be established in America, was settled through the efforts of James Oglethorpe. This kind-hearted man had occasion to visit the prisons of England. He was greatly shocked by the bad conditions which he found there. People were crowded



together in damp, dark rooms where they suffered from dirt, disease, and bad treatment.

At this time England had laws which caused people who got in debt to be put in prison. Many of the prisoners who aroused Oglethorpe's pity were debtors. They had committed no crime but received the same treatment as those who had. Since a debtor could not work while in prison, his only hope of getting out was for some friend or relative to pay his debt. Many had no hope of freedom.

Oglethorpe proposed that a new colony be started in America to which some of these debtors could be sent. This was thought to be a good plan, and the king gave a grant of land for the purpose. This land, which was named Georgia in honor of the king, was really the southern part of South Carolina, but it had no settlers. The people of South Carolina were delighted to have a new colony settled there, because it would help to protect them from the Spanish farther south. Spain and England were not friendly, and the English colonists lived in dread of an attack by the Spanish settlers in Florida.

A company was formed in England for the purposes of securing settlers and governing the colony. The members of the company chose Oglethorpe as the governor and general. They selected thirty-five debtors who seemed to be sober, honest men. With their families these men reached America in 1733. Oglethorpe led the party.

They built a little town on the coast of Georgia and called it Savannah. That tiny settlement has since become a city. Oglethorpe made friends with the Indians. He had the land divided among the settlers, with a house on each man's land.

Other settlers came the next year, and a second town was built. In the following years more settlers came. Some were debtors and some Protestants escaping from religious quarrels in Europe.

Difficulties soon appeared. The company which was managing the affairs of the colony was not very wise in its plan of government. Two laws were especially hated by the settlers. One of these laws said that no rum could be brought into the colony, while the other required that there should be no slaves.



The settlers not only wanted rum to drink, but it was sold in the trade carried on between the Atlantic coast and the islands in the West Indies. If it could not be brought in, the Georgia settlers would not be able to take part in this trade. The colonists thought that they must have slaves to do the work on their farms. The people not only grumbled about these laws but broke them by bringing in rum and slaves.

Other difficulties appeared when the Spanish attempted to attack the colony. They were beaten only because Oglethorpe was a wise and able general. In earlier life he had been a soldier, and this training now proved of great value. If he had not defeated the Spanish, it seems likely that they would have taken not only Georgia but South Carolina as well.

The company had such a difficult time with the government that it turned the colony over to the king. After this change conditions improved. Slaves were allowed, trade increased, and there were fewer quarrels over the laws.

Most of the people of Georgia were farmers. They usually had small farms which they worked with the help of a few slaves. There were some large farms around Savannah which were somewhat like those of South Carolina, but these were not common.

With the settlement of Georgia in 1733, the English had established themselves in an unbroken line along the Atlantic coast between French Canada in the north and Spanish Florida in the south. Where, in the New World, can these restless, eager English turn next?







### A WORD GAME

To the list of words necessary in history, which you have started in your notebook add *company, council, House of Burgesses, town meeting, proprietor, director-general*. Try to learn the meaning of each of these words by noticing carefully how it is used in the story. If this does not give you the meaning, look in the word list in the back of your book. Under what two words could you look for House of Burgesses? If you cannot find the word in the word list, use the dictionary.

Here are the names of the thirteen English colonies that were settled along the Atlantic Coast:

Virginia	New Jersey	Maryland
Massachusetts	Delaware	North Carolina
Connecticut	Pennsylvania	South Carolina
Rhode Island	New York	Georgia
New Hampshire		

Below are the names of twelve persons who were leaders in these colonies. On your paper copy the names of these persons and after each write the name of the colony in which he lived. You will need to use the names of some colonies more than once, while others you will not need at all.

Captain John Smith	Sir Thomas Dale	Miles Standish
Thomas Hooker	James Oglethorpe	William Penn
Lord Baltimore	Peter Stuyvesant	Anne Hutchinson
Roger Williams	John Winthrop	William Bradford

Here are the names of towns and cities which grew up in the colonies. Copy this list on your paper and after each write the name of the colony in which the city was found.

Albany	Savannah	Hartford
Boston	Wilmington	Philadelphia
Plymouth	Charleston	New York



### A MAP STUDY

A series of small maps in the chapter you have just read show the places in each colony where the first settlements were made. Study these, then locate the places on a wall map.

Look carefully at the location of each of these settlements. In what way are these places all alike? Why was this so? What part did rivers play in the first settlements? How were the rivers of help in some colonies? By studying your map tell which of the early settlements seemed to have the best location. Which the poorest location. Give a reason for each of your answers.



### MAKING A CHART

Making a chart to show principal facts in a story will help you to remember these. Below is a chart in which the most important facts have been filled in for Virginia. Copy this chart in your notebook and with the help of your textbook fill in the facts for each of the other colonies. You may not be able to fill every space for each colony, but be sure to find all the facts stated in the story. Do not write in this book.

<i>Colony</i>	<i>Date of First Settlement</i>	<i>Leader or Leaders of First Settlement</i>	<i>Place of First Settlement</i>	<i>Important Events in Life of the Colony</i>
Virginia	1607	John Smith Christopher Newport	Jamestown	Slaves bought and sold Homes established House of Burgesses elected



### SOME THINGS TO DO

1. Act some of the scenes described in this chapter. You might begin by acting them without words and having pupils who are not in the scenes guess what they are. Perhaps you would like to plan speeches for a few scenes. If you have a school costume closet, you might find some costumes that would add to the effect when you act the scenes for another class.
2. Some children like to make panel pictures to decorate empty spaces on walls or doors. Cut the paper to exactly fit into the space, then plan your picture. You will find subjects for panel pictures in this chapter; for example, "Thomas Hooker Leads Settlers to Connecticut," "Peter Stuyvesant Surrenders the Fort," "Samoset Welcomes the Pilgrims," "Governor Calvert Purchases Land from the Indians," "Penn Lands at Philadelphia." Can you find other ideas?
3. In the library you will find longer stories about the settlement of some of the colonies. Perhaps the class could divide into groups, each group to read about a particular colony. When you have finished your reading, have a "round table" and talk about the new facts that you have learned.
4. Try writing riddles about people mentioned in this chapter. Here is one, which will show you how to start.

This man had strong ideas of his own, and liked to talk about them. When his ideas got him into trouble, he was saved by his Indian friends. Who was he?





### SOME BOOKS TO READ

There are many interesting books about boys and girls who lived in the colonies. Below are listed a number which good readers will enjoy:

*Sword of the Wilderness* by Elizabeth Coatsworth

*Blythe McBride* by Beulah Marie Dix

*Bound Girl of Cobble Hill*, and *Indian Captive*, both by  
Lois Lenski

*Christina of Old New York* by Gertrude Crownfield

*The Matchlock Gun* by Walter D. Edmonds

*The Brave Frontier* by Helen Fuller Orton

*Listening* by Kate Seredy

*Elin's America* by Marguerite de Angeli

*They Came from Sweden* by Clara Ingram Judson.

Some other delightful books that you will like if you read very well are:

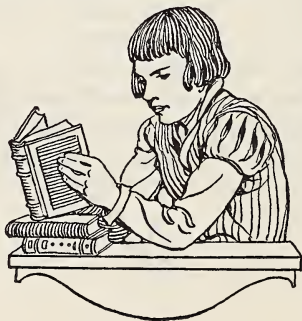
*Pocahontas* by Mildred Criss

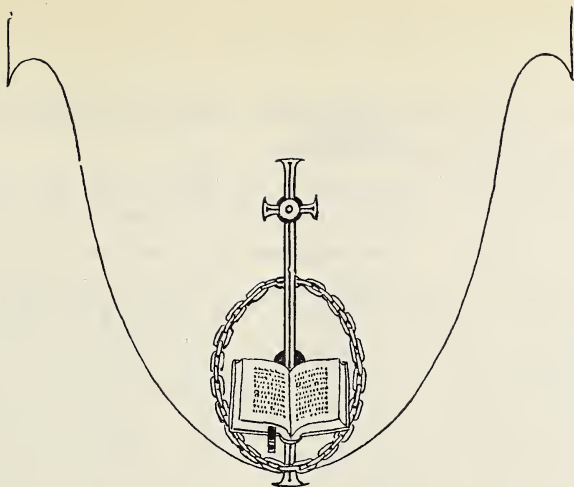
*Beppy Marlowe of Charlestown* by Elizabeth Janet Gray

*The Story of Jack Ballister's Fortunes* by Howard Pyle

*Calico Bush* by Rachel Field

*Down Ryton Water* by Eva R. Gaggin





## DIFFERENT WAYS OF LIVING GROW UP IN THE COLONIES

When the colonists came to America, they brought with them the customs of their own countries. English settlers tried to live as they had in England. Frenchmen wished to set up a new France as much as possible like their old home. Spaniards, Dutch, Swedes, and all the others brought their old ways of life to the New World.

However, these people found that they could not live in America just as they had in their homelands because conditions here were very different. The climate, the soil, the distance from Europe, the danger of Indians, and many other conditions made it necessary for the colonists to work out new ways of living. Usually these ways were better suited to life in this young

country than were the customs which the settlers had brought from their old homes.

Colonists in America did not all develop the same manners and customs. Conditions varied in the different colonies. The religious and political ideas of the settlers were not the same. The treatment by the home governments differed. The result was that in each part of America people developed their own ways of living, which were just a little different from those of people anywhere else. French fur traders in their trading posts, French farmers in their villages, Spanish friars in their Indian missions, Massachusetts colonists in their towns, New Jersey traders along the coasts, Virginia tobacco growers on their big farms, South Carolina rice planters on their plantations, Pennsylvania Quakers and New York Dutch in their cities, each had their own customs.

Even within a single colony the passing years made many changes. The period of time usually spoken of as the "colonial period" lasted for more than one hundred fifty years. It is therefore not possible to give you a single picture of colonial life that would be true of all colonies at all times during the period. The best that can be done is to help you catch glimpses of life in a few of the colonies. You will notice that these glimpses not only show you different colonies but different years of the colonial period. The ways of life which you see in each of these little word pictures were true for that colony at the date mentioned.



## A DUTCH COLONY

**A glimpse of life in New Netherland.** — If you had traveled through New Netherland in 1650, you would have found most of the people living on farms and in trading posts. Only three settlements had yet grown into towns. New Amsterdam, which we know as New York, was the largest of these towns. It was still so small that a cowherd drove the cows to pasture each morning and home each evening, sounding a horn at each gate to tell the owner that the cow had arrived.

Outside of the towns you would have found a few well-built and richly furnished houses, which were the homes of the patroons, and many very simple farm-houses where the other colonists lived. You would have seen ships lying at anchor in bay and river waiting for their loads of furs.

Will you let your imagination carry you on a swift journey through the colony, where you may talk with the people as they work and play?

Our first glimpse of New Amsterdam shows us a ship anchored in the bay. Men are rapidly loading small sailboats with cloth, blankets, hatchets, rum, candles, and all manner of goods from the big ship. Here a boat is spreading its sails and putting off upstream. We learn that the traders take their goods to landing places





along the rivers where the Indians bring their furs. Soon red man and white will bargain with each other. Goods from the ship will be taken off the sailboat, which will then be filled with great piles of furs. Then the trader will return to load his furs on the ship.

We are invited to visit in the home of a merchant of New Amsterdam. We find the yellow brick house and pound the great brass knocker. As we wait for the door to open, we notice that the houses along the street are much alike, each with the gable end toward the street. They are tall and narrow, standing close together. On top of each a fierce little weathercock is prepared to tell which way the wind blows. Strangest of all, perhaps, are the front doors. Each is divided into an upper and a lower half. When the housewife wants to let air in and keep the baby from going out, she has only [254]



to open the upper half and leave the lower part closed.

The wife of the merchant welcomes us, and because we are honored guests she seats us in the front room, which is never used when the family is alone. On one side stands a great chest, and opposite it a carved cabinet. The good housewife proudly shows us the piles of linen in the chest and the blue plates in the cabinet. She has brought these treasures across the sea from her old home. One end of the room is occupied by a great four-poster bed, hung with gay, flowered bed curtains and piled high with feather beds. We wonder, until we see a little set of steps, how we could get into such a high bed.

The merchant is coming up the street, for it is four o'clock and suppertime. His breakfast at six and dinner at twelve were eaten rapidly, for there was work

to do. Supper is the meal which he enjoys, for over it he sits an hour or two smoking his pipe and talking with his family or friends.

We are invited to join the family at the tea table, which is set with a pewter plate at each place. Never have we seen so much good food on one table. A great, steaming dish at one end holds pork and fish cooked together in gravy. An enormous pewter plate of doughnuts is in the center, and round about it we see apple pies, preserved peaches, pickles, a dish of cheese, a pudding, a plate of golden butter, bowls of stewed turnips and carrots, great piles of freshly made bread, and at each place a huge glass mug of punch. Our hostess pours tea from a blue china teapot as the merchant helps us to food. We do not wonder that a Dutchman needs an hour or two in which to enjoy his supper.

As the evening grows dark, we say good-bye, for we must be off the streets when the church bell rings at eight o'clock. After that time the only sound that breaks the quiet is made by the watchman who shakes his rattle at each door as a sign that all is well in the town.

Since most of the colonists in New Netherland are small farmers, we go next to visit in a farm home. Here we find a wide house, a story and a half in height, with an enormous cellar beneath. The stone walls are two feet thick. Small windows with bars across remind us that Indians are sometimes unfriendly neighbors. We

[256]

find that the kitchen is the room where the family spends most of its time. With the day's work over, the farmer has gathered his wife and children around the great kitchen fireplace. He smokes in peace as his wife knits a stocking and tells the children a tale of the old home across the sea. The story finished, the children ask for apples.

Off we go with them to the great cellar, the like of which we have never seen before. There are tubs of butter, barrels of pickled pork and salted fish, kegs of sauerkraut, and jars of pickles. Apples, carrots, potatoes, and turnips are stored here too, while all of one wall is lined with barrels full of cider, ale, rum, and wine. We fill a basket with apples and draw a jug of cider.

As we sit eating and drinking around the fire, we think that Dutch children must have nothing but fun. They tell us, however, that they work as well as play. They mend fences, cut firewood, herd the cattle, mind the babies, feed the pigs, and do all manner of tasks around the farm. If there is a school near them, they must attend it.

We shall remember the Dutch settlers of New Netherland as people who live comfortable, pleasant lives even in a new land where there is much work to do.







## THE ENGLISH COLONIES

**A glimpse of old Philadelphia.** — Philadelphia was for many years the center of life in the Pennsylvania colony. William Penn went back to England two years after he established the colony and did not return to Pennsylvania until 1699. By that time Philadelphia was a busy, prosperous young city.

Perhaps you can see the city as William Penn must have seen it when he rode about in his carriage.

The houses are large, comfortable buildings, usually made of brick or stone. The well-to-do Quakers like country homes, and often have a house in the city and another a few miles away in the country. William Penn's own house on the banks of the Delaware is like many of these country places. It has green lawns and beautiful flower gardens, with trees set so that one may catch a view of the river between the green branches.

As the proprietor rides about in his carriage, he is sadly jolted, for few streets have pavements and the roads are very rough. However, he finds good company at the many taverns along the roads. He stops now at the Blue Anchor Tavern, one of the oldest inns in the colony. It is a busy place, for the ferry carries passengers across the Delaware at this point, the boats

[258]



dock here, and everyone comes to the common room of the tavern to hear the news.

If Penn travels far, he may stop with friends as well as at taverns, for it is the custom in Pennsylvania to keep a table set for guests. In the better homes these tables are set with pewter, silver, and china. The best of food is served and fine wines are usually a part of a meal. There is nothing in the Quaker faith which frowns upon good food, and these people live well. One lady of this period writing in her diary of a large family dinner says,

“We had three tureens of turtle soup, two shells (turtles) baked, besides several dishes of stew, with bone turkey, roast ducks, veal, and beef. After these were removed, the table was filled with two kinds of jellies, and various kinds of puddings, pies, and preserves; and then almonds, raisins, nuts, apples, and oranges.”

As the next note in her diary the lady writes,

“My husband passed a restless night.”

Certainly William Penn will visit the Friends' Meeting House at Second and High streets, for to the Quakers this is the most important place in the city. He may ride down High Street, which the people are now beginning to call Market Street, and pause at some of the stalls where the farmers bring their produce to sell to the city people. This public market was a part of Penn's plan for the city and the first market place provided in America. The housewives and many men

[260]

as well are there early in the morning selecting choice chickens, pigs, potatoes, and other food for their tables.

Penn may ride down to the water front to see the ships loading and unloading goods. Much of the wealth of this colony is due to the splendid trade which it enjoys. He can also look with pride at the shipbuilding which goes on along the river.

As he rides through the streets of his city, looking at the great trees, beautiful lawns, and comfortable homes, William Penn is happy in the thought that Philadelphia has become the "green country town" which he wanted it to be.



**A day on a Virginia plantation.** — Would you like to step into a boat and sail up the James River to a Virginia plantation? If you had done this in 1710, you might have tied up the boat at the dock of one of the big tobacco plantations and have had a look at the home of a Southern planter. Will you set out now on such a make-believe journey?

We step out on the dock where the ocean vessels stop to load the tobacco. A Negro slave, lazily sunning himself, makes our boat safe and directs us up the



winding path to the big white house where his master lives. We walk between green fields where acres and acres of broad-leaved tobacco plants grow.

We receive a warm welcome at the big house, for there is nothing which a Southern planter likes more than to entertain guests. Indeed, so general is the custom of entertaining in private homes all travelers, whether these be strangers or friends, that taverns do little business in the Southern colonies. Because a Southerner thinks very little of a person who takes money for entertaining guests, tavern keepers are not highly respected.

The two-story house is built of wood. It has the entrance in the middle of a long front and a big brick chimney at either end. A porch, or veranda, as the Southern people say, runs across the front and another across the back. Our hostess leads us through the wide central hall of the house to the rear veranda. Here it is shady and cool, and we are glad to sit awhile and sip a cold drink.

As we look out from the back veranda, we see what appears to be a little village not far away. When we ask about this, our hostess tells us that these buildings are the workshops and storerooms and the houses where the servants live. Because the plantation is miles from other plantations or from any town, the owner must have many kinds of work done on his own place. Beside the neat house of the white man who directs the work of the slaves, there are small houses for the white [262]



servants and cabins for the Negroes. Near these are barns, a coach house, a henhouse, a smokehouse where the meat is prepared and kept, a milkhouse where the butter and cheese are made, a spinning and weaving house where women spin thread and weave cloth, and a blacksmith shop for making tools.

The plantation seems fairly alive with black slaves and white servants. We learn that tobacco requires many hands to care for it. The planter buys his Negroes from the trading ships which sail into the James with their loads of black men. His white servants are not slaves but are what is known as indentured or "indented" servants.

Many poor people in England want to come to the colonies but cannot pay their way. These men and women sometimes sell their labor for a period of years to pay for their passage. The planter who needs a white servant goes to a ship, pays the ship's captain for the man's passage, and holds him as a servant for a fixed period of time, usually about four years. When this time is up, the servant is free and may then settle on a little farm of his own. The planter has many neighbors who were once "indented." Although the planter holds himself to be in a higher class than these former servants, they enjoy the privileges of free men and women in the colony.

We wonder how we should attend school if we lived on this great farm miles away from other people. Our hostess says that her own son and daughters had a

[264]

private teacher who lived at the plantation and taught them. Her daughters are now young ladies and do not need any more education, for they can read and write, play the spinet, dance, and do fine sewing. Her son is in England studying at Oxford University.

Not all parents have money enough to hire private teachers or to send their sons abroad. Children of the poor families have little chance to attend school. Our hostess says that sometimes a minister has a little school to which boys go, and there is one college in the colony. This school, the College of William and Mary, is the second oldest college in the English colonies. Only Harvard is older.

As the day goes on, our hostess tells us of some of the pleasant Southern ways. She and most of her friends belong to the Established or Anglican Church, as it is sometimes called. Today we know this religious group as the Episcopal Church. Our hostess says that she and her family sail down the James to the nearest town to attend services at the brick church there. Many of the members ride on horseback from the plantations round the town. She likes to sit in her cushioned pew and look at the beautiful altar with its rich carvings. The minister preaches a rather short sermon from his high pulpit, and after services the people chat together.

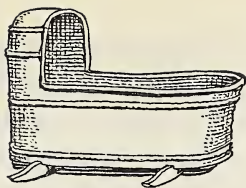
Because they live so far apart, Virginia colonists are famous horseback riders. They often ride long distances to make visits at the plantations of their friends. Upon such occasions there is general merrymaking —



dancing, singing, card playing, perhaps a fox hunt, and certainly plenty of eating and drinking. A horse race, a wedding, or a Christmas party furnishes other occasions for merry gatherings of friends and relatives.

We should like to visit a long time among these warm-hearted Virginia planters who seem to lead such pleasant lives. We carry away a happy memory of the big white house and green fields; but it makes us a little sad to remember also that more than fifty men and women must work from sunrise to sunset, day in and day out, either as slaves or as indentured servants, in order to produce the comfort enjoyed by one planter and his family.





**A glimpse of a Massachusetts town.** — If you would see the Puritan colonies at their best, you must visit Massachusetts in the latter part of the colonial period. Many neat little towns have grown up along the coast, while Boston has become a prosperous young city. If you will suppose that you are in one of these Massachusetts towns, you may learn something of how the well-to-do Puritans of that colony lived in 1750.

Our first glimpse shows us the home of one of the richer men of the colony. The house is of brick. It has two full stories, and under a sloping roof a great attic that is lighted by a row of dormer windows. As we go up the neat brick walk, we notice that the front door has panels of glass on either side and fan-shaped pieces of glass above it. The windows, with their green shutters and tiny panes of glass, look out upon a well-kept lawn and splendid trees.

We give a pull at the great brass doorbell and soon are invited into the house. Our hostess leads us into the parlor at one side of the entrance hall, where we find furniture which has been brought from England. A sofa and several chairs are covered with beautiful tapestry. Another chair is of mahogany, with cross pieces between the upright posts making a “ladder

back." A desk on one side has a shelf which drops down to make a writing surface. Below this are drawers, and above, shelves well filled with books. Molded candles in brass candlesticks stand on the mantel, while great brass andirons in the fireplace are ready for logs. A tall clock in the corner reaches almost to the ceiling.

Beyond the parlor we can see a dining room in which a walnut table with eight legs occupies the center of the room, while in one corner is a great cupboard well filled with pewter, china, and glass. The table is covered with a linen cloth. In the center stands the silver saltcellar which always has this place of honor.

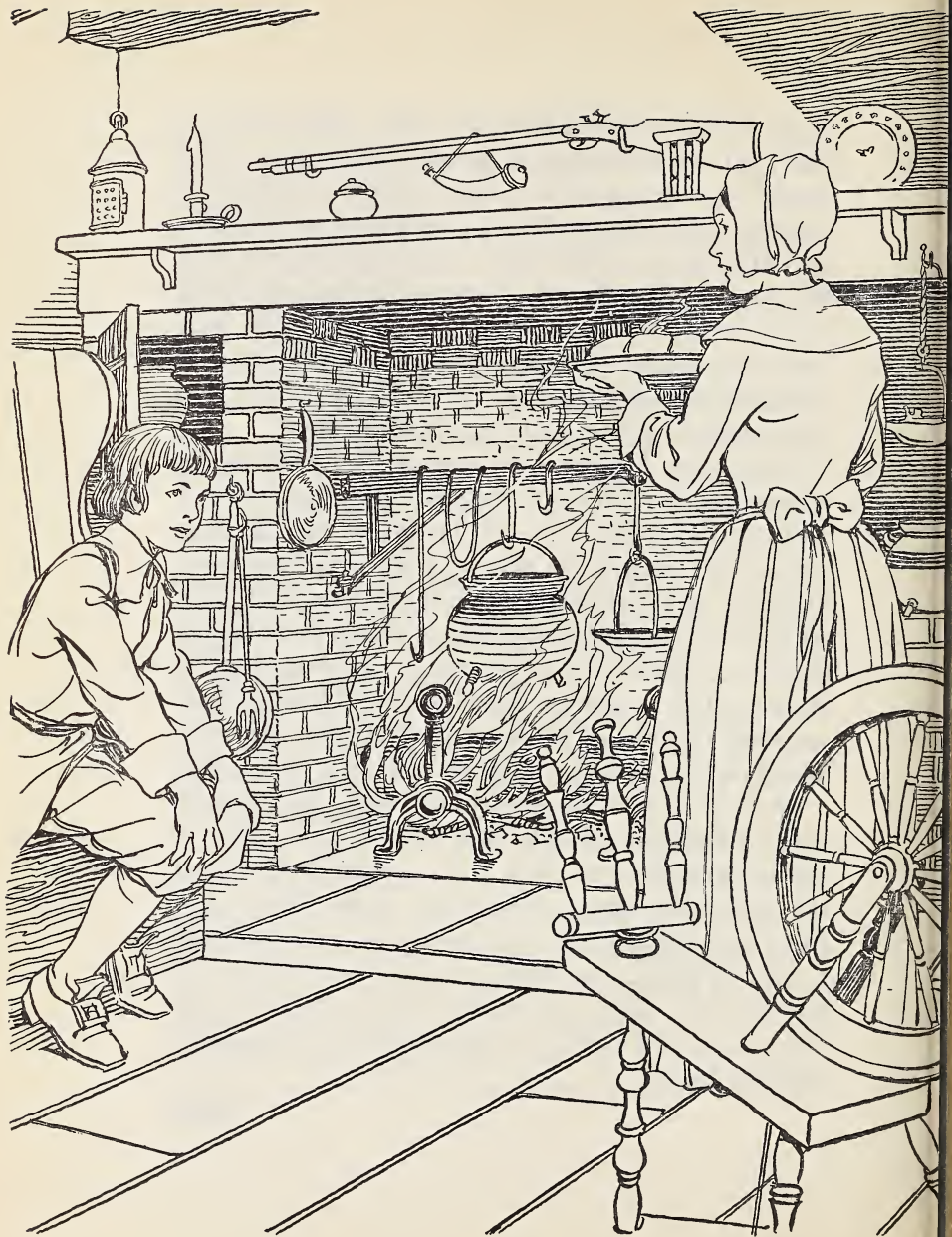
Through the glass doors of the corner cupboard we see a row of large round pewter platters called chargers. Hanging by their handles from hooks are the pewter porringers. These flat bowls vary in size from tiny ones that will hold only a taste of food to big ones from which the children eat their porridge. One shelf has a row of spoons — a few silver ones, many of pewter, and some of wood.

We are happy to be invited to remain as a guest in this comfortable house while we visit in the town. Going with our hostess up a beautiful carved staircase we come to a bedroom, which at first sight seems almost filled by the huge bed. This is a four-poster hung with heavy woolen curtains. Since the weather is warm now, these are draped back and tied to the corner posts, but our hostess says that in winter they hang around the bed [268]

to protect the sleeper from the cold. The bed is so high that we shall have to use the steps which stand beside it to get into it. An enormous feather bed covered with a gay patchwork quilt makes us think of a fat old lady in a calico dress. Another fireplace is in this room, and beside it is a long-handled brass warming pan in which hot coals are placed to warm the beds on winter nights. A tall chest with four big drawers stands between two windows. Handmade woolen rugs are scattered over the wide boards of the floor.

We ask our hostess if we may see her kitchen, for we have heard of these great rooms which in some homes serve also as living room and bedroom. She takes us into a big room on one side of which is an enormous fireplace. Into one side of the chimney has been built a brick oven in which about once a week a great baking is done. Beside this oven stands the long-handled shovel, called sometimes a peel and sometimes a slice, on which the pans of hot food are lifted from the oven. Today baking is being done in a smaller oven called a roasting kitchen. It is of iron, shaped like a small barrel turned on the side, and has one side open. A chicken has been placed in this roasting kitchen, and the open side turned toward the blaze. The odors rising from it tell us that the chicken will soon be ready to eat. A strong iron kettle on short legs stands on a bed of coals. Our hostess lifts the heavy lid of the Dutch oven and shows us a pan of rolls just turning to a golden brown.





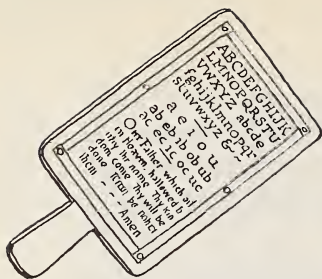
A great iron arm called a crane is fastened into the chimney wall, and from this the pots swing on pothooks. A long hook allows the cook to put her kettle near the fire, but as the food in it boils low she lifts it onto a shorter hook which raises the kettle farther from the coals and allows the food to cook more slowly. A toasting fork and a waffle iron each have long handles so that the cook may get away from the heat while she uses them. The skillets and gridirons as well as all the pots and kettles have legs so that coals may be heaped under them.

On either side of the fireplace stands a high-backed wooden settle. On one side is the big wool wheel and near it the smaller spinning wheel upon which the flax is spun. The floor and the big table are equally well scrubbed. Dipped candles<sup>1</sup> stand on the mantel, for the molded ones must be saved for the parlor.

Our hostess tells us of the work which she does in this big kitchen, for even though her husband is a prosperous man this Puritan housewife has much work to do. With the help of her own daughters and a farmer's daughter who lives in the house she spins wool and flax into thread, weaves cloth, and makes sheets, napkins, bed curtains, and much of the clothing for the family. Only the best clothes are bought from

<sup>1</sup> In making dipped candles the housewife tied cotton strings onto a stick. She held each end of the stick in her hands and dipped the strings in hot, melted tallow. As soon as the tallow was hard, she again dipped the strings. This dipping was repeated until candles were formed.

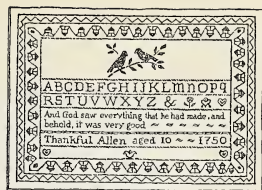
Molded candles were made by pouring hot tallow into tin molds, through which cotton strings had been threaded to form the wicks.



England. Many of her neighbors make all the clothing that they wear.

Besides making cloth this busy woman must see that the candles are dipped or molded. Several times each year she must have the waste fat made into soap. In this great kitchen she prepares apples and corn for drying, boils big kettles of apple butter, churns the cream in an old wooden churn, and in the winter when the hogs have been butchered she makes sausage and melts the fat into lard. Here too, on Saturday night, she places the great wooden washtub in which one by one the various members of the family bathe. Hot water and homemade soap make them ready for keeping the Sabbath properly.

We are glad that among the eleven children in this family there are two who are near our age. Obadiah is twelve and has already been in the Latin Grammar School for several years. We are amazed to find that he can read Latin and Greek very well. When he is fifteen, Obadiah expects to enter Harvard College where he will study to become a minister. Thankful, who is ten, attends a Dame's School kept by an old lady of the neighborhood in her big kitchen. She will soon [272]



finish all that this old dame can teach her, but there are many other things which she must learn from her mother. It is necessary that every colonial girl be able to do the work of the household.

Thankful and Obadiah show us the hornbook from which they as well as their older brothers and sisters learned to read. This is a thin piece of board about five inches long and two inches wide, on which is fastened a piece of paper protected by a thin sheet of horn. On the paper we read the letters of the alphabet, short syllables such as ab, eb, ib, ob, ub, and the Lord's Prayer. A string is tied through a hole in the handle of the hornbook. When a child sets out for Dame's School his mother always hangs this string round his neck.

The children also have the *New England Primer*, which like the hornbook has been read by all their older brothers and sisters too. It is a tiny book about three by five inches in size. Its contents are intended to make children more religious. Besides the alphabet and syllables such as are on the hornbook, it has questions and answers about the Bible, prayers, and rhymes. The first of these rhymes says,

"In Adam's fall  
We sinned all."



As we think of our own books with their pictures and stories, we are a bit sorry for Obadiah and Thankful and all the other thousands of children who have had to learn to read from this little book.

Thankful shows us her sampler on which she is carefully stitching the ABC's, a verse from the Bible, her name and age, the date, and over all a tiny picture of two doves sitting on a branch. She will show every kind of stitch which she has learned before she finishes. Although she is only ten, Thankful can also knit her stockings, piece a quilt, and help in the kitchen. Obadiah has to bring in great piles of wood for the big fireplaces, milk the cow, and do other small tasks.

Just as we are wondering if colonial children do nothing but work, Thankful suggests that we all have a game of hopscotch. We are delighted to find that these friends out of the long ago play many of the same games which we enjoy. Leap frog, blind man's buff, tag, marbles, thread-the-needle, and other games that we know provide fun for these Puritan children.

When Saturday night comes everything grows very quiet in the big brick house, for Sabbath begins at sunset on Saturday and lasts until sunset on Sunday. During this time our Puritan friends do as little work as possible. Baths are taken in the big kitchen, the father reads from the Bible, and everyone goes quietly to bed.

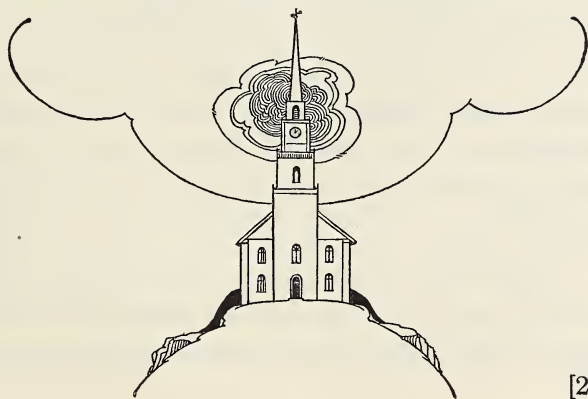
On the next day we go with the family to the meeting house for services. We find that the meeting house is a brick building with plain walls but a tall, graceful spire [274]

which is beautifully ornamented. In this spire are the bell which calls us to meeting and the clock by which all the town may tell the time.

Because we are visiting a prosperous family we may sit in one of the front pews, for the meeting is seated according to the wealth and importance of the members. If anyone sits in a pew not his own, he must pay a fine. The pews are square, with high dividing walls. The seats are turned up when the people stand for prayers.

Obadiah and all the other boys sit together in one pew, where the tithingman watches them. This man keeps order in church, using a long stick to tap any mischief-maker on the head.

The minister goes into the pulpit, which is built high up above the heads of the people. A deacon rises from the front pew where all the deacons sit and lines off the psalm. He reads a line, we sing this after him, then he reads the next and we sing, and so on to the end.





Now the minister rises to pray, and we continue to stand, as we have done during the singing, leaning on the pew walls with the seats turned up. Long and earnestly the minister prays. Minutes grow into quarter hours and quarter hours into half hours, but still he prays. In the boys' pew a lad relieves the strain by pulling his neighbor's hair. The tithingman does his duty, and the minister still prays. When he says "Amen" at the end of an hour and a quarter we are surprised by a terrible bang as all the pew seats are dropped down at one time. We sit again, and have time to rest a bit during the two-hour sermon which follows.

Services over, we all go to the Sabbath house near by, where we eat the lunch which we have brought. This is a pleasant time when the housewives exchange quilt patterns and the men talk over the affairs of the town. Thankful tells us that in winter the Sabbath house has [276]



big fires roaring in the fireplaces. The churches are not heated even in the coldest weather, except for tiny foot stoves used by some of the wealthy members.

The afternoon brings another long sermon, and it is late when the service is over. Perhaps we are glad that we are only paying a visit in the long ago!

One last glimpse we have of life in this little Puritan town when the next Thursday rolls around. This is Lecture Day, an important occasion among the Puritans. These stern people do not allow many forms of pleasure found in other colonies, but they thoroughly enjoy this day when they gather to hear a lecture. The speaker is a minister from Boston who speaks on a religious subject. Lecture Day is a popular time to punish lawbreakers. Today a man is sitting in the stocks for stealing a bushel of corn. A man who was found drunk is receiving a whipping, while a sharp-



tongued woman is being ducked in the town pond.

The day is not over when the lecture is finished and the lawbreakers punished, for now the people stop to talk. While the women talk of household matters the men step over to the Black Horse Tavern. This is usually the busiest place in the town, for everyone comes here to hear the news. Travelers bring the gossip of the day, and for those who can read, the *Boston News Letter* is kept on the table. The beds are hard and the food is poor at the Black Horse, as at most colonial taverns; nevertheless except for the meeting house it is the most important place in this Puritan town.

Our little journey into the past over, we come back to here and now, but we shall not soon forget these stern Puritans who loved their two-hour sermons and likewise the gathering around the tavern fireplace.

### THE SPANISH COLONIES

**Florida is settled.** — The first Spanish settlement in territory that is now a part of the United States was made in Florida. The king of Spain became alarmed at reports that the French were attempting to settle colonies along the shores which had been claimed and explored by Spaniards. In 1565 he sent out a party under the command of a soldier named Menéndez. This man had orders to settle a colony, to explore, and to drive the French from the forts which they had built along the southern part of the Atlantic coast.

Menéndez settled his little colony on the eastern coast  
[278]



of Florida and named the place St. Augustine. A few days afterwards he marched to the French fort farther up the coast. He attacked this, killing and capturing all the people who were at the fort. Later he captured and killed a number of other Frenchmen who were away from the fort when he made his attack. This cruel, bloody deed wiped out the French colony and left the Spanish the only settlers in Florida.

About two years later, while Menéndez was on a trip to Spain, a French fleet appeared off the coast. As their revenge for the killing of the French settlers, the Frenchmen fell upon the Spanish, killing more than a hundred. However, this attack did not destroy the settlement at St. Augustine. The town continued through all the troubled years in which the Spanish controlled Florida. Today it enjoys the honor of being the oldest city in the United States.

The Spanish realized that they could never settle prosperous colonies in America until they made peace with the Indians. The methods of De Soto and other explorers had been to hold the Indians as slaves. This cruel treatment caused the red men to hate the Spaniards. It was now decided that Catholic monks and friars should go with each colony. These men would teach the Indians the Christian religion and would show them how to live at peace with the white men.

The Jesuits were the first of the Catholic brotherhoods to work in Florida. They had so little success that they left and the Franciscans came to teach and to [280]

preach to the Indians. The Franciscans were a brotherhood of friars who honored Saint Francis of Assisi. They took a vow to own no property beyond the simple gray robes which they wore. These gentle friars had more success in Florida than the Jesuits had had.

**The Southwest draws settlers.**— Most of the vast region in which the states of New Mexico, Arizona, Texas, Colorado, Utah, Nevada, and California now are was once Spanish territory. Coronado and other early explorers had roamed over parts of the huge region. In other places the Indians had not seen a white man for many years after Spain announced its claim to the land.

To the part of this territory which we now know as New Mexico, the Spanish sent a colony of settlers in 1598 with Juan de Oñate as their leader. This group included soldiers who were expected to settle in the colony, a band of Franciscans, and a large number of Negro slaves. The colonists were well provided with horses, cows, hogs, and all manner of goods.

Oñate made a settlement, dug a ditch to irrigate the land, and built a church. He had chosen a spot near an Indian pueblo. To the sacred council room of this pueblo came chiefs from all the tribes living in the region. Before Oñate and Father Martínez, the leader of the Franciscans, these proud Indian chiefs knelt and promised to be loyal to the white man's God and to the king. To seal their promise they advanced, one by one, and kissed the hands of the two Spaniards.



In spite of this good beginning things went badly for the little settlement. In 1609 a new governor came from Mexico with orders to find a better place and move the colony. He started the town of Santa Fe, which has continued ever since and is today the capital of New Mexico.

The plan used by the Spanish for making Christians of the Indians was to build missions. A mission included not only a church, but a large piece of land upon which the Indians who had become Christians lived. Here they worked under the direction of the friars or monks who had charge of the mission. These Christian Indians were taught civilized ways of living and working. By their labor the missions often became rich and prosperous, with comfortable buildings, barns well filled with grain, and thousands of head of cattle running on the plains.

The Spaniards gave up the hope they had had of finding rich mines in this region; so they left the country largely to the Franciscan fathers. These good men built twenty-five or more missions and led thousands of Indians to accept the Catholic religion. The Indians accepted the Catholic faith but kept many of their old religious customs; so their worship became a strange mixture of Christian and Indian ways.

For eighty years red men and white lived at peace. Then an Indian led an attack which was so successful that nearly all the Spanish who were not killed left the country. After some years Spanish power was again [282]

established, and life went on much as before. Farming was done in the river valleys where the people could irrigate. Great flocks of sheep and herds of cattle were raised on the ranches and on the mission lands.

One of the great men of the Spanish southwest was Father Eusebio Francisco Kino, a Jesuit priest. For some years he established missions in northwestern Mexico, but in 1691 he entered what is now Arizona. He explored this region as no one else ever had, often visiting places which white men had never seen before. He kept a record of all that he saw so that other men learned much about this country from him. He established eight missions in Arizona. In the first one, called San Xavier del Bac, near the present city of Tucson, religious services are still held. The Indians at San Xavier loved Father Kino so much that when he was sent to another part of the country three thousand red men gathered to beg him to remain. He was strong and brave, willing to endure any hardship, and always just in his treatment of the Indians.

The region which we now know as Texas was not settled as early as Florida and New Mexico. However, after La Salle had planted the flag of France at the mouth of the Mississippi the Spanish became alarmed. They did not want the French to establish strong colonies which would cut their territory into two parts. Their alarm led finally to the building of missions in Texas, but the French succeeded in settling a colony in Louisiana at about the same time. By 1722 there were



ten missions in Texas, with four large centers of settlement. Early missions at San Antonio, including the one called the Alamo, which was built in 1718, are still standing.

**The Franciscans enter California.** — California was so far from Mexico City, the Spanish capital in the New World, that it was not settled by white men for many years. In 1542 the Spanish sent a party to explore the Pacific coast. A Portuguese sailor, whom we know as Cabrillo, commanded this party. He did not find a

[284]

water passage through America, but he did sail into the bay which we know as San Diego Bay. Cabrillo died on the voyage and was buried on an island off the coast.

For sixty years Spain made no effort to learn more about California. Then in 1602 a little fleet commanded by Sebastián Vizcaíno set out with orders to find places where colonies might be settled. Vizcaíno touched at San Diego and then went on up the coast to another bay, which he named Monterey. The shores of this bay were green with grass and trees. Vizcaíno set up a great cross. His priest placed an altar under an oak tree and held religious services.

It was more than a hundred fifty years after Vizcaíno had explored the coast and drawn his maps before the Spanish sent colonists to California. In 1769 the Russians were threatening to settle the Pacific coast. A group of soldiers and Franciscan fathers were then sent from Mexico to establish colonies at San Diego and Monterey. They traveled in four parties, two going by land and two by sea.

The ships missed San Diego Bay at first and were many days at sea. The men on board suffered terribly from scurvy and from lack of fresh water. The parties traveling by land had better luck although the way was long and difficult. They had Christian Indians from the missions of Mexico to help the soldiers open a road. Water was very scarce, and when any was found the men filled barrels and skin bags and carried these along on the backs of mules. Much of the way was



over mountains and through a region never before explored by white men.

In the second of the two parties that went by land there traveled a Franciscan father whose name was to have a large place in the history of California. This was Father Junípero Serra, a native of a little Spanish island in the Mediterranean Sea who had determined to give his life to spread the Christian religion. He became a Franciscan and was sent to Mexico. Although he served the Church there for a time, he did not approve of the rich and easy life led by the Spaniards in Mexico. He was delighted when the opportunity came to establish missions in California.

The last of June found all four parties united at San Diego, but it was not a happy meeting. So many sailors had died that there were not enough left to man both ships. For days they could do little but care for the sick and bury the dead. By the middle of July, with conditions somewhat better, Father Serra gathered the Spaniards about him while he held a religious service. This finished, the guns of the soldiers roared a salute to the first settlement in California — the mission at San Diego.

Father Serra and a part of the men remained to start the work of clearing land and erecting buildings at the mission. One ship sailed back to Mexico for supplies, and the other Spaniards set out by land to find Monterey Bay. After months of searching they failed to find the bay and returned to San Diego.

There they found food scarce, men sick, and the Indians unfriendly. The discouraged commander, Gaspar de Portolá, was ready to give up the attempt to settle California and return home. Not so Father Serra. He begged the commander to wait a few more days for the supply ship to come. He prayed day and night. He watched through every daylight hour for the sails against the sky. On the ninth day a ship sailed past the bay without stopping. More eagerly than before Serra pleaded for time. More earnestly he prayed. Days went by and hope grew fainter. Finally, five days after the ship had passed, it sailed back into the harbor, firing a salute. The supplies had come. The colony was saved by the determined faith of a Franciscan priest.

Two parties now set out for Monterey, one by water and one by land, Father Serra going on the ship. Both found the bay, and it is said that even the great oak tree under which Vizcaíno had held services was still standing. It is to the shores of Monterey Bay on the third of June, 1770, that you are to turn your eyes as you try to catch a glimpse of the past.

An altar has been set up under the oak. Around this are gathered Commander de Portolá and all his soldiers, the captain of the ship with his sailors, and the Franciscans. Father Junípero Serra, dressed in the robes worn only on great occasions, approaches the altar. As the men kneel, the priest prays and sings a hymn of the Church. Now he blesses water and with it sprinkles

a huge cross which lies at the foot of the altar. The men all help to lift this cross and set it in the hole which has been made ready. With the cross in place Father Serra repeats the service of the Catholic Church before the altar. He follows this with a sermon to the little group gathered about him. There being no musical instruments, the soldiers supply the lack by firing their guns. The singing of hymns closes the religious service and marks the founding of the Mission of San Carlos de Monterey, California's second settlement.

The ceremonies are not yet over. Commander de Portolá now steps forward and raises the flag of Spain beside the cross, saying as he does so, "I now take possession of this land in the name of our king, Don Carlos III." The cannon on the ship roar a salute to the Spanish colors, which are soon to fly over the first fort in California.

The day ends with a great feast on the shore. The officers and friars, the soldiers and sailors gather about a campfire tired, hungry, and happy.

The years which followed saw many missions established in California. Near each was usually a fort where a small company of soldiers guarded the mission against attack from unfriendly Indians. A road was beaten out from mission to mission until it stretched from San Diego in the south to San Francisco in the north. Up and down this King's Highway, as its name would be called in our language, the faithful Franciscan friars tramped or rode on their mules.

Father Serra, who was called the Father President of the Missions, was a familiar figure on the King's Highway. He visited all the missions under his charge, preaching, teaching, and writing the records of his journeys. He died in 1784 at his much-loved mission of San Carlos de Monterey. There in the churchyard he was buried, while the Indians mourned and the mission bells tolled sadly. A great and good man had spent his life to carry the Christian religion and the flag of Spain into California.

Before we leave this story of the Spanish colonies, would you like to catch a glimpse of one of the missions in the days when it was rich and prosperous? Imagine that you are in California about 1810, traveling along the King's Highway.

It is an afternoon in April. We are glad to see the buildings of a mission come into view, for we know that within those walls all travelers find a ready welcome. We ride through the gates and give our tired mules to an Indian boy. Looking about we find ourselves in an open court, with buildings on all four sides. A great stone church at one end has walls five feet thick. Seven domes point toward the sky and hold the bells which ring to call the people to work and to worship.

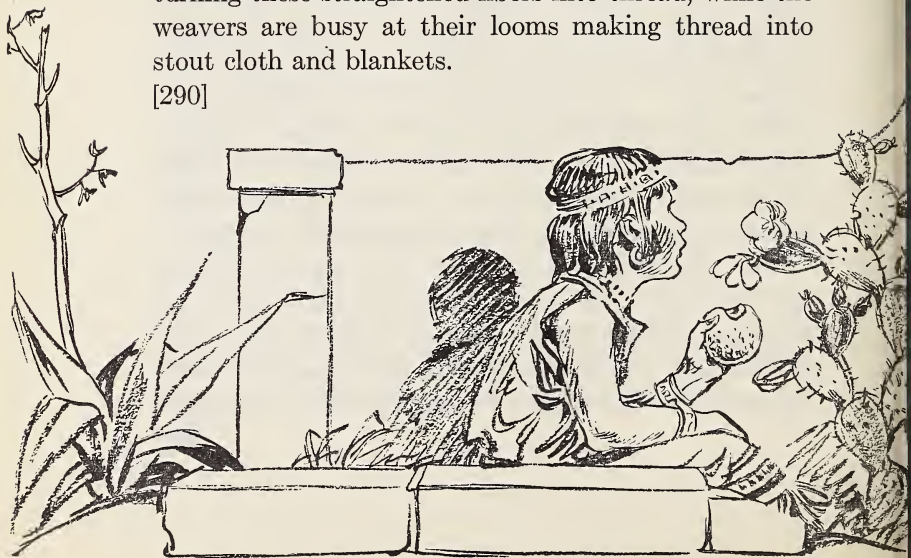
The other houses around the court are of adobe, or sun-dried clay. The rooms where the friars sleep have bare clay floors, and in each the only furniture is a narrow bed with stretched hide for a mattress and a blanket for a covering. Passing on with our Indian



guide we enter the guest room, where a boy soon brings us water in a jug and a bowl for bathing. On a table here we find a little pile of silver coins. The good fathers of the mission have put them there that any guest who is in need of money may help himself.

When we have washed, we go again into the court, where a Franciscan father welcomes us. We walk with him through the court, as he points out the library, the house where the girls and young women live, and the many workshops. The day's work is not yet over; so we have a chance to see these Indians of the mission at their tasks. Yonder is a building in which we can hear the steady whir of the spinning wheels and the dull thud of the loom. Going in, we find Indian girls and women working with wool. Some are combing out the fibers with wool cards. Others are rapidly turning these straightened fibers into thread, while the weavers are busy at their looms making thread into stout cloth and blankets.

[290]





We can only pause, for we must see what the other buildings contain. Here are women dipping candles. Yonder are others boiling soap. Great storehouses are filled with food which the father tells us comes from the mission fields. Flour which has been ground at the mill, beans, peas, and beef which have been dried, great golden balls of cheese, tubs of butter, and other foods are here in quantity. We shiver a bit as we pass one small, dark room, for this is where Indians who must be punished are kept.

Going beyond the courtyard, we find the workshops of the men. Here is one where saddles, bridles, and riding boots are made. In another a man is cutting a piece of stone to use in decorating the church. One Indian is carving a beautiful chest which will hold the robes of the priest. Blacksmiths beat out tools on their anvils and shoe the horses. Over yonder the butchers are killing the cattle and are preparing the beef for drying.

We gaze out over the acres of land around the mission buildings and see the herds of cattle and flocks of sheep. These, as well as the fields of corn and wheat, the orchards of fruit trees, the olive groves, and the acres of grapevines, are tended by the faithful Indians. April here is the time of ripening crops and green pastures. By late May the fields will be dry and brown, for no rain falls between May and October. That comes chiefly in the mild winter. Everywhere that we look men and women are at work, with the fathers moving always among them, directing and encouraging their efforts. We can scarcely believe as we look at these comfortable buildings and well-cared-for fields that a few friars and the Indians whom they have taught can have done so much. Surely the Spaniards were very wise when they sent priests rather than soldiers to establish colonies.

Mexico won its freedom from Spain and became a separate nation. Soon afterwards the new nation passed laws which did away with the missions. The [292]

land was divided among settlers, many of whom owned huge areas. The Indians, not yet civilized enough to manage well for themselves in a white man's land, suffered under this new plan.

The well-to-do ranch owner had a pleasant life. Thousands of sheep or cows roamed his acres. Grains and fruits grew abundantly in the warm climate. There were Indians to do the hard work. The ranch owner rode long distances to visit his friends on other ranches. He laughed and sang, smoked and gambled, danced and went to bullfights. These long-ago Californians were said to be "the best horsemen in the world," and certainly they were the most carefree of all the colonists who helped to settle America.







### THE FRENCH COLONIES

**The spread of New France.**—As you remember, New France stretched from the cross which Cartier planted on the Bay of St. Lawrence to the cross which La Salle set up at the mouth of the Mississippi. The first settlers built their homes along the St. Lawrence River, Champlain founding Quebec in 1608 as the first colony which lasted until our time. This grew into a city which was the capital of the colony and the center of the gayest life in New France. Two smaller towns which grew up along the St. Lawrence were Three Rivers and Montreal. However, most of the colonists in this region lived on farms rather than in towns.

To the west lay the lake country whose forests were

[294]

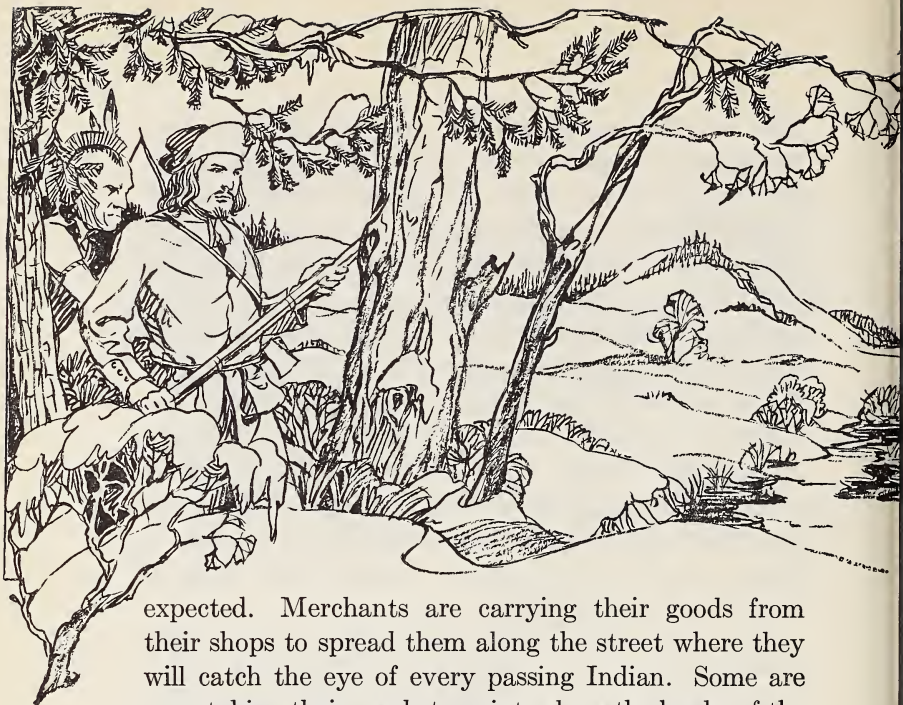
filled with fur-bearing animals. In this region wandered the young men whom Champlain had sent out to live among the Indians. These young adventurers not only helped Indians and Frenchmen to understand each other better, but they brought much of the Indian fur trade into the hands of the French.

Through this lake country also moved the black-robed Jesuit priests who carried the Christian religion to the red men and at the same time helped to plant the French colors more firmly in American soil. Like the Spanish, the French knew the service which priests and friars could give in settling new lands. Just as the Spanish Jesuits and Franciscans advanced the cause of Spain, so the French Jesuits advanced the cause of France in the New World.

The St. Lawrence valley and the lake country held by France were usually called Canada. The vast stretch of country in the Mississippi valley was named Louisiana. Canada and Louisiana were both claimed by France for many years. How France lost one to England and the other to Spain is a story which you will read in the next division of this book.

You probably would enjoy a glimpse of life in New France as it was lived in colonial days; so let us slip away on an imaginary journey into that long-ago time. The first stop will be at Montreal on a summer day in the year 1700.

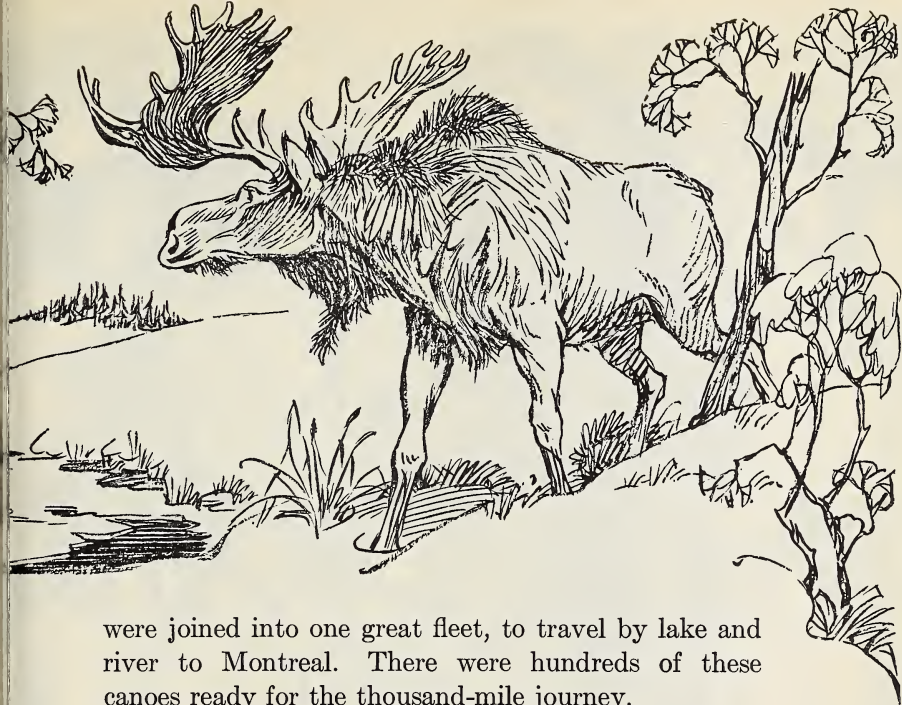
**A glimpse of life in French Canada.** — All is hurry and bustle in Montreal today, for the great fur fleet is



expected. Merchants are carrying their goods from their shops to spread them along the street where they will catch the eye of every passing Indian. Some are even taking their goods to points along the banks of the St. Lawrence, where they will set up little stalls in which to trade. Peddlers are loading their packs with bright beads, looking glasses, little bells, and a hundred other gay articles which the red men like.

Weeks ago, when the first spring days came to the forests along the western lakes, a great meeting was held on Green Bay. To this meeting came Indians, their canoes packed with the winter's catch of furs. Here also came the young Frenchmen who had spent the winter among the Indians and who had planned this meeting on the bay. When all had gathered, the canoes

[296]



were joined into one great fleet, to travel by lake and river to Montreal. There were hundreds of these canoes ready for the thousand-mile journey.

About midmorning runners bring the word that the fleet is nearing the rapids. Men, women, and children crowd the path along the river. It is the custom to meet the fleet above the rapids and give it a noisy welcome. When the first canoe comes into view, the crowd raises a great shout. Cheer after cheer goes up for these sturdy sons of the forest who have come such a long and dangerous way to carry on trade with the white men.

When all the fleet has safely passed the rapids and reached the little city, the ceremonies begin. The Indians and the French hold a great council. The





governor of the colony in red cloak and plumed hat is here from Quebec to attend. The peace pipe goes round the circle as once more red men and white make their yearly pledge of friendship. The song of the peace pipe is sung.

With this ceremony finished, the trading begins. The Indians have opened their packs of furs — beaver, otter, marten, mink — with here and there a bearskin or a moose hide. The merchants and trappers bargain together until skins are exchanged for guns, powder, knives, hatchets, kettles, needles, cloth, and perhaps also for beads or other gay trifles dear to an Indian's heart.

The fair continues for ten days or two weeks. These are busy days for the merchants of Montreal, for this yearly fur fleet brings the largest part of all the business which the little city enjoys. When the last fur has been traded, the Indians and the young Frenchmen load their boats with the goods they have secured and set off together on the long journey back to the wilderness. Montreal again becomes a lazy French town waiting for the time when the fur fleet once more will sail down the river.

Past Montreal, our journey takes us down the St. Lawrence toward Quebec. The land was granted to the settlers so that as many farms as possible could lie along the river. For this reason the farms are narrow, and the farmhouses, which are always built to face the river, are close together. The French

granted large sections of land to certain men who were called *seigneurs*. Each seigneur then divided the land into these long, narrow farms and granted each one to a farmer, who was known as the *habitant*. Each year the habitant pays a small rent, gives the seigneur a certain part of the grain raised, and works a certain number of days for the seigneur. This plan makes us think of the Dutch patroons and their settlers, but the French habitants seem much more happy and contented than the Dutch farmers were.

As we sail along the broad river on this pleasant summer day, we pass many fields of wheat and corn and some where oats, barley, and peas grow. In the pastures we see horses and cows and a few sheep. Here and there a seigneur has set up a flour mill, to which his habitants bring their grain for grinding.

Our boat touches at a little village built around the house of one of the seigneurs. We stop to have a look at the village and its people. The seigneur's stone house is not much larger than the houses of the habitants, but our guide tells us that it is the center of village life. To it all the habitants come on rent-paying day in the autumn and on May Day in the spring for village merry-makings.

The houses of the habitants stand close to the road which runs along the bank of the St. Lawrence. Some are of wood, but most of them are of rough stone. Each is a low, strong building with few windows and a great front door. The roof is steep-pitched, with a [300]



dormer window or two on either side. The outside walls have been newly whitewashed.

We stop at one door, and the French housewife takes us into her back yard where a root house is dug into the side of a little hill. In this the vegetables will be stored in the autumn. Near this is a bake oven built of stone and rising about four feet above the ground. A great fire has been roaring here all the morning heating the stone floors and walls. Now it has died down to a bed of hot coals, and the housewife will soon put in her loaves of bread and joints of meat to bake. Beyond the oven lies the garden and near this is the log barn.

Invited into the house, we find ourselves in a huge room that serves both as kitchen and as living room. The fireplace at one end has pots, pans, and kettles scattered over the hearth, for this is where the food is cooked. The wood floor, white from many scrubblings, has a few gay-colored woolen rugs on it. The table is homemade from pine boards, and the chairs of the same wood have seats of woven rushes. Over the fireplace hangs the habitant's gun and powder horn, often needed in this new country. A ladder on the wall leads to the second floor, where, the housewife tells us, her twelve children go to bed each night.

The habitant, coming from his work in the field, greets us cordially and invites us to stay for dinner. There is nothing that a Frenchman loves more than company. He is wearing a calico shirt and a pair of roomy trousers made of material spun and woven by





the women of the family. His wife wears a dress of yellow-flowered calico, for the day is warm. Had we visited her in winter she too would have been dressed in homespun, and her husband would have had a long-tailed coat of the same material. The housewife and all the children are barefoot, but the farmer has rough sandals of cowhide. We ask about winter shoes and are told that homemade leather moccasins worn over two pairs of home-knit woolen stockings keep the feet warm even on the coldest days.

The housewife puts the dinner on the big pine table. There is a chicken as well as slices of fried pork. Bread and corncakes both find a place. A great bowl of peas occupies the center of the table with beans, cucumbers, and turnips in smaller bowls. Melons from the garden and wild raspberries from the hills have been freshly gathered by the children. We find it a little hard to enjoy the sour milk which is served, but the French children sip it eagerly and feel that it is one of the choicest of drinks.

The dinner finished, the habitant smokes his pipe and tells us tales of the good times in the colony. We learn that these French colonists love to be together. Many are the cornhuskings, flax beatings, harvest festivals, May-day gatherings, and the like held in the colony. At all of these dancing and singing play a large part. We are sorry as we say good-bye that we cannot stay in this little village beside the St. Lawrence until one of these festival days comes round.

Our boat goes down the river carrying us toward Quebec, where the governor lives and where, we are told, life is much more gay and interesting than in the small towns and farm villages. Our visit to French Canada has left us a memory of trappers and priests who dare the dangers of the wilderness; of merchants who live by trade; and of farmers who, though never rich, live simple, happy lives on their small farms.





### A WORD GAME

Find a group of words in the right-hand list which tells the meaning of each word in the left-hand column.

friar	a boat which carries people or goods back and forth across a narrow strip of water such as a river or lake
mission	bound to serve for a period of years
cabinet	a material made of a mixture of lead and tin and used for making dishes and other articles
ferry	a small bowl or cup from which such soft foods as porridge are eaten
veranda	a man who belongs to a religious group and who gives up everything else for religion, to travel about doing good deeds
indentured	a piece of needlework by which a girl showed her skill in making many kinds of stitches
dormer window	a piece of furniture with shelves on which articles are set
pewter	a tract of land owned by the Roman Catholic Church, upon which Christian Indians lived, worked, and worshiped under the direction of a priest or friar
four-poster	a window set into a sloping roof
porringer	a large porch
sampler	a type of bed which has a tall post at each of the four corners





### A MAP STUDY

In this chapter a number of early Spanish and French settlements are mentioned. Many of these have grown into modern cities. Locate each of these places on a map of North America.

Sometimes the early settlers chose wisely when picking a place to settle; sometimes they made mistakes. Look at your map and see which of these French and Spanish settlements seemed to have the best locations. Here are some suggestions that may help you. An early settlement had to be so located that it could be reached easily by sea, river, or inland trail. It was also an advantage to a new settlement to be near enough older settlements to get supplies. Every settlement needed to be able to supply at least part of its own food.

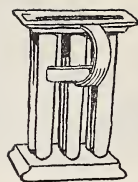




### READING TO FIND ANSWERS

You can best show whether or not you have understood this story by the things you do after you read it. Your pictures, plays, and the like will tell how well you have read. Here are some questions for you to think about as you study.

1. Why could people not live in America just as they had in their home countries?
2. Why did people in different colonies come to have different manners and customs?
3. Why might the Dutch be called "lovers of plenty"?
4. What could you tell to prove that the Quakers lived comfortable lives?
5. Why were so many kinds of work done on a southern plantation? Who did this work?
6. What things did well-to-do people of Massachusetts have in later colonial days to make their houses comfortable?
7. Why did the Spanish send priests and friars to found missions in their colonies?
8. What good deeds did Father Junípero Serra perform?
9. Of what value to the French was the region of forests and lakes?
10. What differences have you found in the manners and customs in the different colonies?



### SOME THINGS TO DO

1. Read as many stories as you can find about life in colonial days. Several good books are suggested at the end of this story.
2. Make a series of large pictures suggested by this story, and use these in the way best suited to your schoolroom. If you want a change from crayons and colored chalk, try cutting paper into pictures that tell your story.
3. Imagine that you are a colonial child. Tell a story or write a letter describing some experience that you might have had. Be sure to keep your facts true for the time and place that you have chosen.
4. Build a model of the outside of a colonial house, choosing a particular style and period. Study pictures to get your details right.
5. Build and furnish a colonial kitchen, bedroom, and parlor. Many articles that you will want to make can be modeled from clay. Cigar boxes, matches, cardboard, and scraps of cloth will be useful.
6. Have an exhibit of very old articles. Some things that you can probably find in your community are: candle molds, guns, quilts, bedspreads, homespun cloth, spinning wheels, and warming pans.

7. The different colonies had very different kinds of music. You could have an interesting program by learning and singing songs that were used in the different colonies. Perhaps someone could describe and show pictures of musical instruments of colonial days. A book giving facts about colonial music is listed at the end of this chapter.
8. Williamsburg, the capital of the Virginia colony, has been restored as it was in colonial days. If you know anyone who has visited there, ask this person to tell you about Williamsburg.

Perhaps too you may know someone who can describe to your class the old houses and fort at St. Augustine, Florida.
9. If you have a museum which has old articles in it, perhaps you can make a trip to see these things.
10. Plan a puppet play which will tell a story of colonial days. Stick or glove puppets are easier to work, but marionettes operated with strings are more fun. Giving a puppet play requires many kinds of work. You must either find a play that you like or make one of your own. You will need a screen for your theater. You will have to make your puppets and practice for some time in order to learn how to work them. You can easily draw or paint the scenery for your stage. When everything is ready, you will want to invite your mothers or another class to be your audience.







### SOME BOOKS TO READ

New Orleans was a French colonial city. In *They Came from France*, Clara Ingram Judson has told an interesting story of a family who came to New Orleans from Paris in 1741.

Rose M. E. MacDonald has described life at Mt. Vernon, Washington's home, in *Nelly Custis, Daughter of Mount Vernon*.

Life on a South Carolina plantation becomes very real to you when you read *Indigo Treasure* by Frances Rogers.

*The Gold-Laced Coat* by Helen Fuller Orton is the tale of a French lad, an Indian boy, and a New York girl.

Short stories of old days in Boston are told by Louise Andrews Kent and Elizabeth Kent Tarshis in their book, *In Good Old Colony Days*.

*Skippack School* by Marguerite de Angeli gives a picture of colonial school days and is easy reading as well.

*Hitty, Her First Hundred Years* by Rachel Field will interest those who are very good readers.

You may enjoy having your teacher read to you from *Home Life in Colonial Days* by Alice Morse Earle.

In *America's Musical Heritage* by Cassie Burke, Virginia Meierhoffer, and Claude A. Phillips you can find interesting facts about music in colonial days.

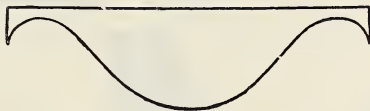


---

DIVISION THREE

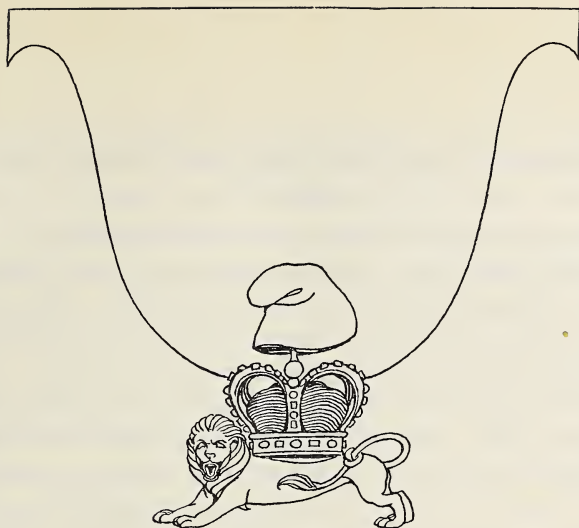


A NEW COUNTRY  
IS BORN





George Washington  
Commands the  
American Army.



## THE ENGLISH COLONIES LEARN THEIR STRENGTH

As the eighteenth century opened, North America was the scene of a mighty struggle. As you know, Spain, France, and England each claimed great sections of the continent. These claims overlapped each other, and boundary disputes resulted.

The most bitter quarrel was between France and England. France claimed Canada and all the valley of the Mississippi. This would leave the English settlers only the narrow strip of land between the Appalachian Mountains and the Atlantic Ocean. As the plains along the coast became thickly settled, English colonists followed the Indian trails through the passes of the Appalachians and built new homes beyond the moun-



tains. The fact that La Salle, a Frenchman, had once sailed down the distant Mississippi River meant nothing at all to these sturdy settlers. They claimed the land because they were able to take it for their own.

The French were most interested in the fur trade. When English colonists settled in the West, they not only made it harder for France to claim the country as its own, but they also injured France's fur trade.

The quarrel between the two nations broke into open war in 1689. Between that year and 1763 France and England fought four wars, but even the years between the wars were not years of peace. In America border fighting continued, while in Europe the two nations used the time when they were supposed to be at peace to prepare for the next war.

These contests between France and England were more than merely fights between their colonists in America. The two nations were having a life-and-death struggle at home. Catholic France hated the rising power of Protestant England. The religious quarrel was one of many things which brought about these wars. They were fought not only in Europe and America but in other parts of the world where the two countries held colonies. Several other nations of Europe helped on the one side or the other. However, it is only with the struggle of the two nations in America that we are concerned.



## THE STRUGGLE BETWEEN THE FRENCH AND THE ENGLISH

**The positions of the two nations.** — Each nation had certain advantages when the war began. The French had a strong central government which gave orders that all colonists obeyed. They had much more help from the Indians than the English received. Especially in the fighting along the thinly settled borders of the colonies the Indians caused many losses. They fought with such savage fury that they always left a trail of dead and dying behind them.

The French had two weaknesses. They had fewer colonists than the English had, and these were scattered over a much larger area so that the land was thinly settled.

The English had the advantage of larger numbers and more thickly settled colonies. Their weakness was that the colonists could rarely agree among themselves on any plan of action. Each colony had its own legislature, and since the colonies were jealous of one another their legislatures did not work well together. There were sometimes difficulties between the colonies and the home government in England. For these reasons the English were slow to raise men and money with which to fight a war.

**The years of war.** — During all the years of war, attacks by French and Indians were frequently made on English settlements which lay in thinly settled regions.

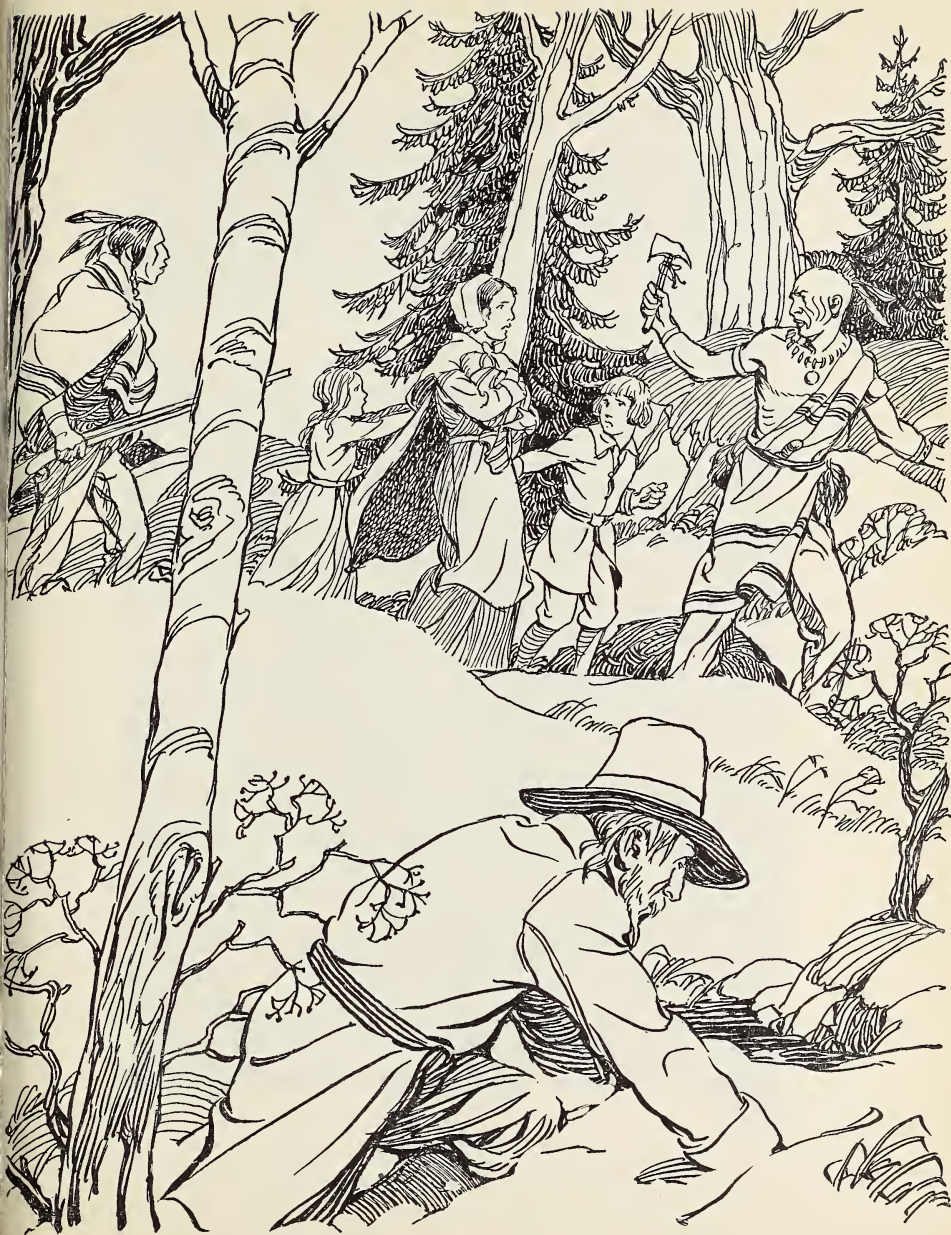
The story of one such attack will give you a picture of this type of fighting.

On a cold February night in 1704 a party of Indians led by a young French Canadian crept through the forest and took their positions around the little village of Deerfield, Massachusetts. Just before dawn, at a word from their leader, they burst in upon the sleeping people with wild shouts and waving tomahawks. Men were killed as they reached for their guns, houses were robbed of everything of value, and the buildings were all set on fire. Soon after dawn, the Indians and their French leader rounded up over a hundred prisoners and marched them away along the frozen trails. The dead were left beside the burning buildings.

Many of the prisoners were women and children, who suffered terribly on the long, cold march. When one of them could no longer keep up with the others, an Indian tomahawk was put to work and one less prisoner walked in the weary little band.

Among the prisoners was the Reverend John Williams, the minister of the Deerfield church. His wife was one of those who fell by the trail, but he and his five children lived through the terrible trip. He was urged by both the Frenchman and the Indians to accept the Catholic faith, but this stern old Puritan remained true to his own beliefs. He lived to return to Massachusetts, where he wrote the story of the attack on Deerfield.

An interesting fact about this event concerns Eunice Williams, a daughter of this Puritan minister, who was [316]





a tiny child when taken prisoner. She was brought up among the Indians, where she was taught the Catholic faith and where she married an Indian. Some years later she went back to her old home, but she was so unhappy among the white people with their Puritan beliefs that she returned to her Indian husband and her Catholic faith.

The first French territory to be lost to the English was Acadia, which we know today as Nova Scotia. This was taken by soldiers from Massachusetts and neighboring colonies. Some years after taking the region the English forced the Acadian people from their homes and scattered them through the English colonies. This cruel deed was done because the Acadians, loyal to France and the Catholic Church, would not swear to be faithful citizens of Protestant England.

The French claimed all the land drained by the Mississippi and by all the rivers which flowed into it. In spite of this claim English settlers continued to push west. In 1749 the king of England granted a great stretch of country in the valley of the Ohio River to a group of Virginians who called themselves the Ohio Company. Hearing of this, the king of France sent a message through a French officer. The king's message said, "The Ohio belongs to me. Its lands are my lands. I will not endure the English on my land." The king's officer traveled through the Ohio valley burying lead plates upon which it was stated that this country belonged to France. On trees near the spots where the

[318]

plates were buried he nailed the arms of his country, stamped on sheets of tin.

In 1753 the French made their position stronger by building Fort Le Boeuf on French Creek near the Allegheny River. Governor Dinwiddie of Virginia sent a young man from his colony with a message to the commander of Fort Le Boeuf warning the commander that the French must leave the Ohio valley. This young Virginian was George Washington.

With six other men Washington set out during the autumn, but winter had arrived when they rode up to Fort Le Boeuf. The French treated the Virginians politely but refused to leave the Ohio country. On the return journey the horses grew weak; so Washington and one other man walked on ahead of the others. They had several narrow escapes from death. Once an Indian tried to kill them, and on another occasion when they attempted to cross the Allegheny River on a raft they were wrecked on an island and got off it only when the river froze.

After this trip to Fort Le Boeuf George Washington served as an officer in the colonial army and several times fought against the French and Indians. The experience which he received as a soldier was to be of service to him in later years when he became commander of the colonial army which fought against England.

In 1756 the last of the four wars was declared, although fighting had gone on in the Ohio valley for a year or

two before this. France sent a new general to Canada to lead the army there. This man, the Marquis de Montcalm, was an able and brave soldier, but he was held back in all he did by the French governor at Quebec, who was a weak and foolish man. In spite of this difficulty Montcalm won victories for the French, and the English grew discouraged.

A change was soon to come, however. The fort that guarded the mouth of the St. Lawrence fell before an attack by the English. The Ohio valley likewise passed into their hands. Montcalm gathered all his forces for a last stand at Quebec. He knew that this city would be difficult to capture because it stood on a mighty rock on the north shore of the St. Lawrence. Behind the rock of Quebec a smaller stream protected the city from attack. The enemy would have to land on low ground at the water's edge and climb to the heights of the great rock before they could fight.

To lead the attack on Quebec, the English sent a quiet but daring young general named James Wolfe. He brought his soldiers to Quebec in June, 1759. All through the summer months he attempted to find a way to reach the top of that mighty rock, but in September the French still held their city.

One day Wolfe noticed a small path up the side of the cliff. In the night boatloads of English soldiers dropped down the river from the ships which lay above the city. Making the French guards believe that these were French boats, the soldiers landed at the foot of the

[320]





path and began the long climb. At the top of the cliff they captured the soldier who was guarding the path. When daylight came, nearly five thousand English soldiers stood on the plains before the walls of Quebec.

Montcalm attacked at once, doing all that a brave general could to save the day, but British bullets and bayonets soon put the French to flight. Wolfe and Montcalm were both wounded in the battle and both lived only long enough to know that Quebec had fallen to the British.

An old story says that when told how the battle had ended Montcalm said, "Thank God, I shall not live to see the surrender of Quebec," while Wolfe when told the same news said, "Thank God, I die happy. Quebec is ours." Whether or not the generals really spoke these words, it is probably true that Montcalm preferred death to defeat, and that Wolfe was glad that his months of weary watching had brought victory.

With the fall of Quebec the mighty struggle was all but ended. Fighting continued for another year, but the French cause was really lost when Montcalm's army went down to defeat. On September 7, 1760, the French surrendered. By the terms of peace made some three years later, France yielded to England Canada and all of the valley east of the Mississippi River except New Orleans. To Spain, France made a gift of New Orleans and the territory west of the Mississippi which was usually called Louisiana. Thus it was that France lost an empire.

## THE QUARREL BETWEEN ENGLAND AND THE AMERICAN COLONIES

**The causes of the quarrel.** — Soon after the end of the long struggle between France and England a quarrel began between the colonies along the Atlantic coast and the mother country. At first the colonists merely objected to certain laws passed by the English Parliament. However, as the years went by more and more difficulties arose until the quarrel became a war.

It may help you to understand better the things which happened during these years if you will try to remember how quarrels between children usually happen. One child does not agree with another about a game, a toy, a plan, or some other thing. At first it is only an argument; then angry words follow. Each child wants the other to yield, but neither is willing to give up. Angry words lead to blows, and the quarrel ends in a fight. Neither child is entirely right or entirely wrong. Neither intended in the beginning to fight, but one thing led to another until neither could give up his position without seeming to be a coward.

In the quarrel between the English government and the colonies, neither side was entirely right or entirely wrong. In the beginning neither side expected to go to war. At the end the colonies broke away from England and formed a new nation. As in the children's quarrel, one angry word led to another until finally blows followed words.

There were several reasons why this quarrel arose. The colonies were three thousand miles from England. It required from one to three months for letters or travelers to go from one place to the other. Under these circumstances the English and the colonists did not know or understand each other well.

The colonies had been settled by people who left their old homes to find better conditions in America. They and their children after them had cleared forests, planted fields, built towns, protected themselves from Indians and the French, and taken a large part in managing the affairs of their colonies. It was not likely that such settlers would take kindly to any English laws which they thought were unjust.

England had always thought of the American colonies as being valuable because they sent it products which England wanted, such as fish, rice, and tobacco, and because they bought the things which England had to sell. England had never thought of these American colonists as people who could or should decide matters of government entirely for themselves. The colonists, however, felt that the time had come when they should enjoy more privileges than had been given to the settlers in early days. Out of these different ways of looking at their problems the quarrel grew.

**The quarrel begins.** — When the war with France closed, the British government decided that soldiers should be kept in America to protect the colonies against attacks by the French or Indians. To help bear the [324]

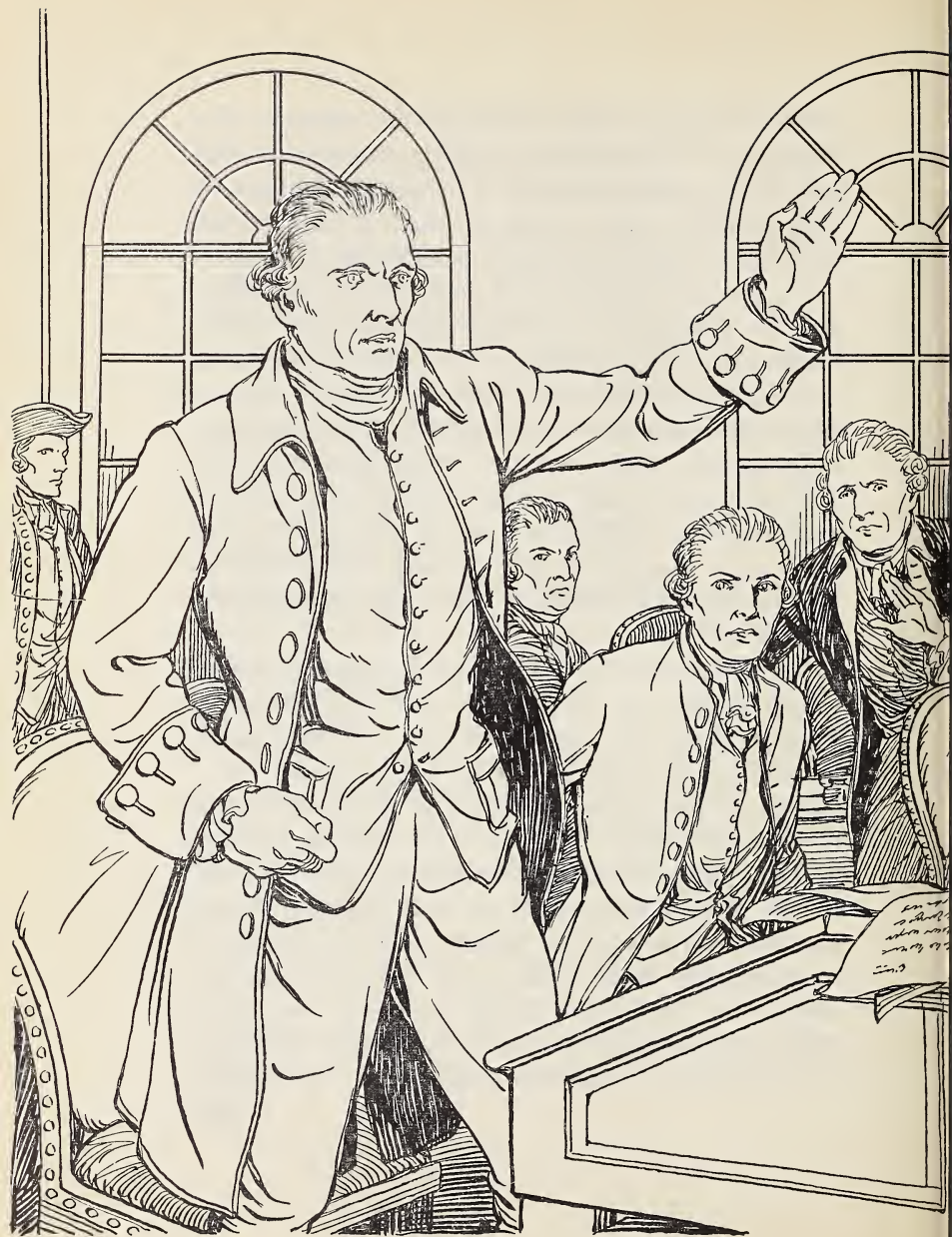
expense of this army the American colonists were expected to pay what was called a stamp tax. This meant that small stamps sold by the British government must be stuck on papers used in business and on certain articles bought and sold by the colonists.

The people in America were angry when they heard that the Stamp Act had been passed by the British Parliament. They declared that since they sent no colonists to sit in this Parliament it had no right to require them to pay a tax of this kind. They had sometimes objected before this to British laws, but never had they been so angry as now. Perhaps you can better understand the feeling in America if you will try to catch a few glimpses of the colonists during 1765 and 1766, the years in which the Stamp Act caused bitter arguments.

The Virginia House of Burgesses is meeting today in regular session. An excited buzz can be heard as the members take their places, for news of the recently passed Stamp Act has just reached the colony.

Most of the burgesses are wealthy planters, but from the newly settled part of the colony come some members who are poor. Today one of these men rises to speak to the other members. Tall, with ill-fitting clothes and awkward manner, he brings a smile to the faces of the burgesses. But as he speaks of the Stamp Act smiles fade. Men lean forward to catch every word. What is this daring young westerner saying? He speaks of the rights of freeborn Englishmen. He declares





that only the colonial legislatures can tax the people. He speaks of King George III as a tyrant — an unjust and cruel ruler. At this the burgesses, loyal subjects of George, cry “Treason! Treason!”

Patrick Henry finishes his speech. Arguments fly back and forth over the question of the Stamp Act; but, no matter what the burgesses do, the grounds for the quarrel between colonies and mother country have been stated in the ringing words of Patrick Henry.

Go now to Boston, where feeling is even more bitter than in Virginia. Here the church bells are tolling. The flags on the ships in the bay hang at half-mast. It is not the death of a citizen that these Puritans of Boston mourn, but what they are pleased to call the death of their liberty. The Assembly of Massachusetts has spoken against the law, but tonight another and a more dangerous course is taken.

Groups of men who call themselves Sons of Liberty have formed secret societies. As darkness falls, these men parade the streets carrying a dummy figure that has been dressed to represent the officer whose duty it is to sell the hated stamps. This figure has hung all day from a tree, but now it is carried to the officer's house and burned before his door. The crowd, shouting with glee, breaks the windows of the house and tears down the partly built stamp office. The officer is more than ready to give up his position.

Another evening finds a crowd on the streets of Boston. This time the men gather before the house

of Thomas Hutchinson, the lieutenant governor and one of the wealthiest men in Massachusetts. With cries of "He's upstairs. We'll have him!" the crowd breaks in the front door. Men swarm into the great hall and through the rooms, breaking dishes and ornaments, smashing windows and walls, chopping furniture to pieces, and burning books. Hutchinson is not in favor of the Stamp Act, but this wild crowd does not stop to learn that fact. Because he is an officer, they threaten his life and destroy his house. Hutchinson escapes, but his house is in ruins. Angry words have led to angry deeds.

In New York we may catch a glimpse of colonists who are using better means of showing their dislike for the law. The Stamp Act Congress is a body of men who have come from nine colonies to unite in making a protest to the king. After eleven days of talking together these men have written a paper which tells how they feel about the law. For the first time the American colonists have united and are speaking not as separate colonies but as one group.

With such bitter feeling against the Stamp Act, Parliament can do little except repeal or withdraw the law. When the news of repeal reaches the colonies, there is general rejoicing. In Boston bells are ringing and men are making speeches. People swarm through the streets laughing and shouting over their victory. As in Boston so it is in the other colonies. Everywhere the people celebrate, feeling that the quarrel is ended.









The quarrel is renewed. — Within a few months the quarrel was raging once more. The English Parliament had declared even when it repealed the Stamp Act that it had the right to make laws for the colonies. It soon used this right by requiring that a tax must be paid by the colonists upon tea, glass, paper, and certain other goods bought from British merchants.

About a year after the new tax laws were made, the British sent a group of soldiers to Boston. The colonists, already angry about the taxes, bitterly opposed the presence of the soldiers. It is easy to see how under these circumstances quarrels between soldiers and citizens could arise. This is what finally happened some two years after the soldiers arrived in Boston. Let us imagine that we are living in those days, and try to see events as they occurred in that New England city on a March evening in 1770.

The bell of the Old Brick Meeting House rings long and loud. Doors fly open and crowds pour into the streets, for this is the fire alarm. Up and down the

[330]



street people gaze, but no fire is to be seen. Someone has rung the bell as a joke. Not to be cheated of all the exciting fun, some boys in the crowd catch up soft snow and press it into snowballs. In front of a public building a single British soldier paces back and forth. What better mark could any boy want for a snowball than this man's red coat? Besides, is he not one of the hated British soldiers whom the boys have often called names with perfect safety? A snowball hits its mark, followed by another and another. The man shouts for aid and a guard of seven or eight other soldiers hurry across the street to protect him.

A crowd of fifty or sixty people have gathered. They throw snow at the soldiers and dare them to do anything about it. One soldier is knocked down. Another is struck with a club. The excited crowd presses closer. Suddenly the soldiers fire, and four citizens lie dead on the snow-covered street. The first blood has been shed in the quarrel between the colonies and the mother country.



**The quarrel moves toward war.** — Soon after the new tax law was passed, the merchants of the several colonies had agreed not to buy goods from the British. Although some did not keep their word, there was such a drop in trade that the British merchants who were losing business asked Parliament to repeal the law.

Early in 1770 Parliament did remove the tax on every article except tea. A small tax was kept on tea to show that the British still had a right to tax the colonies. Although the American colonists could now buy their tea for less than the English people paid at home, they were very angry about the new law.

When the quarrel began, no one in the colonies wanted to separate from England. By the time the new tax was placed on tea there were some men who had come to see that in the end a break would occur. They felt that the sooner this happened the better. The most active of these men was Samuel Adams.

This well-known citizen of Boston gave all of his time to the quarrel of the colonies. He was a poor businessman, but few men have ever been more successful in managing groups of people. In club or committee meeting, in town meeting or colonial congress, Samuel [332]

Adams was at his best. He believed that the liberty of the colonists could be saved only by a complete break with England. By persuading other men to this belief he brought the long-standing quarrel to open war more quickly than might have been the case without him.

Plans were made by the colonists to keep the tea from being brought into the colonies. At Charleston the tea was stored. At New York and Philadelphia the tea ships were required to carry their loads back to England. In Boston the colonists, led by Samuel Adams, were prepared to oppose the law in a sharper manner. It was in this city on a December day in 1773 that the next blow for freedom was struck. Will you watch what happens?

The first of the tea ships lies in the harbor, but the captain has been warned not to unload the tea. Today the citizens of Boston are holding a great meeting in Old South Meeting House. They vote to send the tea back to England, but this cannot be done until the captain of the ship gets a pass from the governor of the colony. The citizens order the captain to ask for the pass. At the same time they appoint twenty-five men to stand guard over the ship lest the tea be landed in the night.

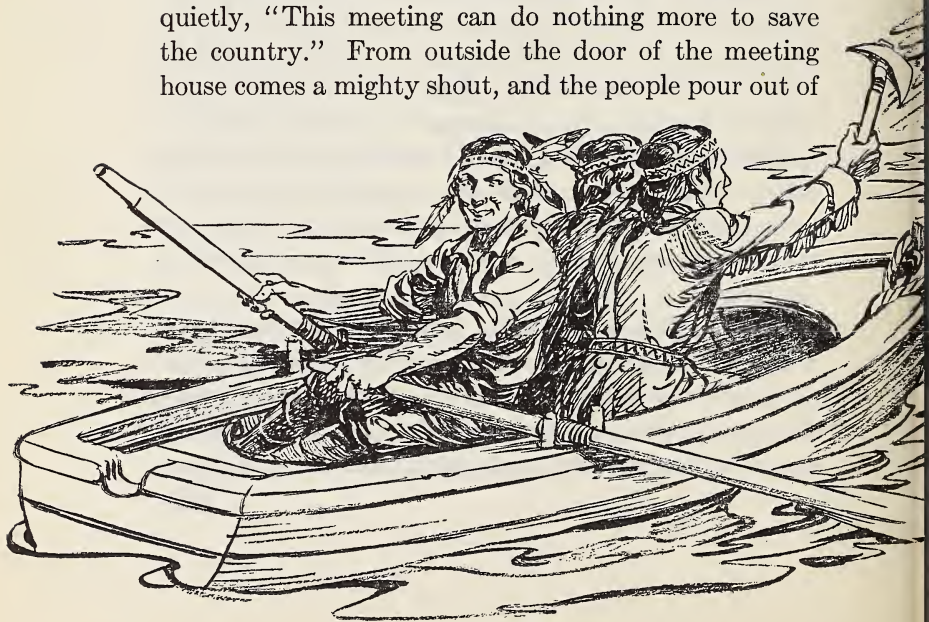
Several days go by. The guards watch the harbor where now three tea ships lie at anchor. Men wait with their horses saddled to carry the alarm to other towns should the crews try to unload the tea. Fires are laid on the hills ready for the lighting if an alarm is given.



Feeling runs high in Boston during these December days.

Another meeting is held in Old South Meeting House. The captain has gone to the governor for the pass which will allow him to leave the harbor. The people are waiting to hear whether or not this is granted. As they wait, they decide among themselves that come what may the tea shall not be landed. One citizen is heard to say, "Who knows how tea will mingle with salt water?" It seems that Samuel Adams and his friends have a plan for taking care of the tea if the governor refuses the pass.

It is five o'clock and nearly dark when the captain returns with word that the governor has refused to give him a pass. Samuel Adams, rising in his place, says quietly, "This meeting can do nothing more to save the country." From outside the door of the meeting house comes a mighty shout, and the people pour out of





the church to find fifty men dressed as Indians starting toward the harbor. The crowds flock to the water's edge and there stand watching while the men in Indian dress empty three hundred forty-two chests of tea into the bay.

Could such a bold deed as this pass without punishment? No, the British Parliament felt that the right of Britain to rule its colonies must be established once and for all. Massachusetts must be punished. Parliament passed a law which said that the Boston port must remain closed until the city paid for the tea. Another

law changed the form of government of Massachusetts, taking away many of the rights which the colony had always had. These and several other laws passed at this same time caused not only the people of Massachusetts but American colonists everywhere to feel very strongly against Great Britain.

Leaders like Samuel Adams had long ago realized that each colony must know what was happening in the other colonies. There were few travelers and fewer newspapers. In order to get news from one colony to another a plan of sending letters had been established. This plan proved its value when Boston was punished. Over the roads from Connecticut, Pennsylvania, and New York came wagons loaded with wheat, corn, fish, sugar, and many other supplies. Even faraway South Carolina sent a load of rice to Boston. More important, however, than the food offered was the feeling now aroused in the other colonies that Massachusetts' fight was their fight.

On September 5, 1774, there gathered in Philadelphia a group of men who came from the various colonies to attend the First Continental Congress. Not many of these men were ready to say that the colonies should declare themselves free of England, but they all knew that the long, bitter quarrel must be settled. After weeks of debate they wrote a paper in which they stated what they believed to be their rights. They also agreed that the colonies would not buy British goods or sell their goods to Britain.



In Massachusetts the people were preparing to fight if this were necessary. Men pledged themselves to go to battle on a minute's notice, and so earned the name *minutemen*. Powder, bullets, and guns were stored against the time when they might be needed.

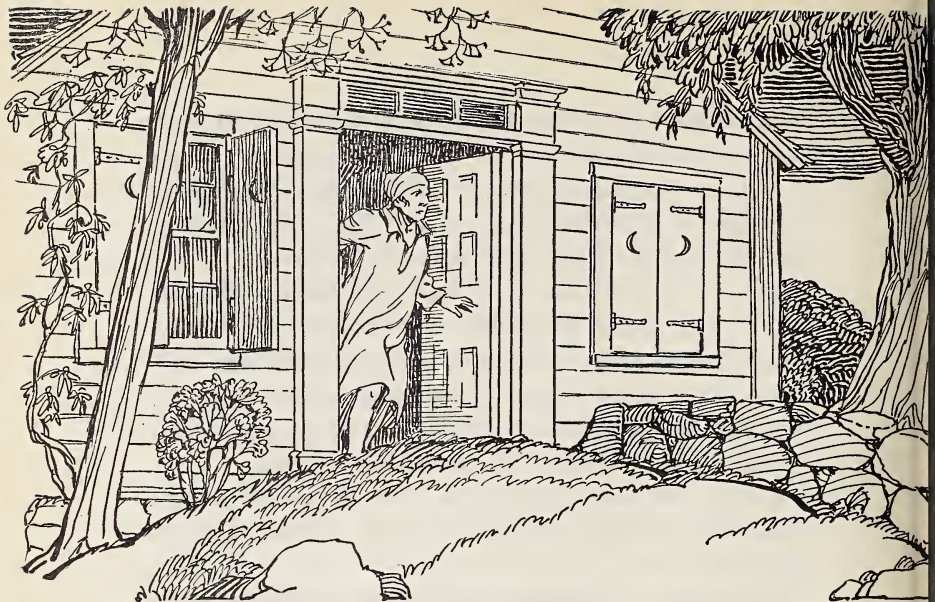
The British General Gage had been sent to Boston with ten thousand men. Hearing that Samuel Adams and John Hancock were staying in Lexington and that the colonists had a store of powder and guns at Concord, General Gage sent a body of soldiers to capture the two colonists and to destroy the stores at Concord.

Try to imagine yourself where you can see the events which happened in and near Boston on the night of April 18, 1775.

The soldiers are moving quietly out of their quarters to go by boat across the bay to a point from which they will march to Lexington. No colonist has been told of the plan; yet somehow the secret is out. William Dawes mounts his horse and gallops toward Roxbury to arouse the sleeping minutemen. Paul Revere rows across the Charles River, borrows a horse, and waits on the riverbank, his eyes watching the tower of Old North Church. At last he sees a gleam of light. He springs to his saddle, but his eyes never leave the tower. Yes, a second lantern gleams beside the first. It is the signal agreed upon. Two lanterns in the church tower mean that the British are leaving Boston by water.

The horse leaps through the darkness carrying his rider toward Lexington. To the young colonist it





seems that those pounding hoofs are saying, "Ride, Paul Revere! Ride for Liberty." At each farmhouse horse and rider pause only long enough to arouse sleeping minutemen.

Daybreak finds a British army of nearly a thousand men marching into Lexington. To their surprise they see a little group of minutemen drawn up in battle line on the village green. Fifty men, they stand, facing a thousand, but they never flinch as the British commander orders them to scatter. Standing their ground, they receive the fire from British guns, and eight minutemen lie dead on the village green.

The soldiers fail to capture Hancock and Adams, who have slipped away, but they push on to Concord and [338]



destroy such stores as the colonists have not been able to hide. Starting back toward Boston, they meet a sad surprise. From behind trees, rocks, and fences bullets whiz. British soldiers fall wounded or dying. The road is stained with British blood. Safe at last within the fort at Boston they count their loss and find that in this first fight with colonial minutemen they have lost two hundred forty-seven men. The loss to the colonists is only eighty-eight.

The quarrel has become a war. The fight at Lexington marks the opening of the American Revolution.

In May, 1775, the Second Continental Congress met at Philadelphia. There were still many members who did not want to see the colonies separated from the

mother country. Once more they asked the king to grant them the rights which they believed were theirs.

On the other hand, most of them realized that fighting must come. The members voted to raise an army, of which a beginning had already been made in Massachusetts. The Congress chose George Washington of Virginia as the commander in chief of that army.

On the very day upon which the Second Continental Congress met in Philadelphia, a daring leader from Vermont captured an important British fort without the loss of a man. Ticonderoga, built as it was on the principal route between Canada and New York City, was an important fort. The colonists, realizing this, determined to seize it.

Ethan Allen, who lived in the Green Mountains of Vermont, was called to lead a party against Ticonderoga. Men from Connecticut and Massachusetts joined Allen's "Green Mountain Boys," and the little army set out through the woods. On the night of May 9 they camped near the fort. As the first streaks of light showed in the sky, the leader asked every man who was willing to go with him to raise his gun. At once every gun was lifted high. Without more words the men plunged through the forest behind Ethan Allen.

Coming to the fort, the Americans dashed past the soldier on guard and with a great Indian war whoop formed on the parade grounds with their guns covering the houses where the soldiers slept. The startled British soldiers, seeing the raised guns, soon laid down  
[340]







their arms. Ethan Allen went to the door of the house where the British commander lived. As the man appeared, half awake and greatly surprised, the Vermont leader demanded that he surrender the fort. To this the British officer asked, "By what authority?" Quick as a flash came Allen's reply, "In the name of the great Jehovah and the Continental Congress."

Without more words the commander surrendered. One of the most important forts in America with its stores of cannon and powder had been taken by this bold leader from Vermont who had the courage and the wisdom to act quickly.

In June, while Congress was still in session, the Battle of Bunker Hill was fought near Boston. The British succeeded in capturing a hill held by the colonial soldiers only after the American powder was gone. The English lost more than twice as many men as the colonists. This battle proved to the world that the colonial soldiers could fight bravely and well.

A year passed. In England the Parliament refused to grant any of the rights asked by the colonists, and the king hired German soldiers to conquer them. In America it became more clear to everyone that the colonies must declare themselves to be free and independent.

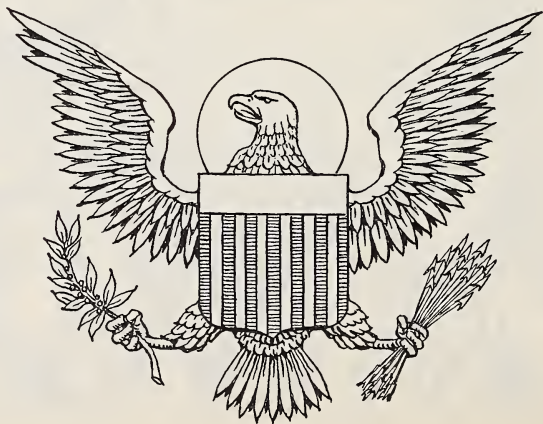
In July, 1776, we see the colonists as they take the last step which brings their long quarrel to an open war. The Continental Congress is meeting in Philadelphia. The question of independence has been talked about for [342]

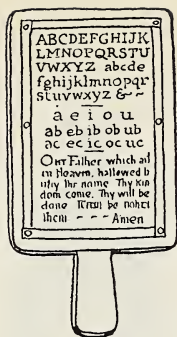


several weeks. On the second of July twelve colonies have voted that "these United Colonies are, and of right ought to be, free and independent states." Thomas Jefferson of Virginia has been chosen to write a Declaration of Independence.

Now in the afternoon of July 4 the members of the Congress are gathered for the final vote. Young Tom Jefferson's fiery words are read. One by one twelve colonies cast their votes. Each is a vote for independence. Outside, the streets are crowded with people. In the tower of the hall hangs a bell, on which are carved the words, "Proclaim liberty throughout all the land unto all the inhabitants thereof." The old bell ringer waits, hand on rope, ready to give the signal to the crowd if the Declaration is adopted.

From the hall a voice suddenly shouts up to him, "Ring! Ring!" The old man pulls the rope with all his might; the "Liberty Bell" rings out its message; the crowds shout; cannons roar; fires flame. On this night of July 4, 1776, a new nation is born.





### A WORD GAME

Here are some new words to add to the list in your notebook: *legislature, territory, repeal, independence*. Learn the meaning of each word and use it in a sentence of your own.

Here are some other words that you should be able to use. You will find their meaning in the word list in the back of this book.

surrender  
bayonet

treason  
signal

### A MAP STUDY

Draw two outline maps of the United States making them the same size. On each show the Rocky and Appalachian mountains and the Mississippi River. On one of these maps show the parts of the country claimed by the Spanish, the English, and the French before 1763. Use a different color to represent the claim of each nation. The map on page 143 will help you in making this map.

On your second map show the parts of the country claimed by Spain and England after 1763. What had become of the French claims? Your text, page 322, will help you in making this map.





### A TIME TABLE

Here is a list of important events that helped to widen the difference between the English colonies and the mother country. However, these events are not listed in the order in which they occurred. Rewrite the list putting them in order from the earliest to the latest. After each event write the date when it occurred. When your list is completed you should be able to tell how one event led to another.

British soldiers fire on Boston crowd  
Boston tea party  
Meeting of Second Continental Congress  
Fight at Lexington  
Passage of Stamp Act  
Battle of Bunker Hill  
Capture of Fort Ticonderoga  
Issuing of Declaration of Independence  
Paul Revere's ride  
Meeting of First Continental Congress

## SEEING CAUSE AND EFFECT

### TEST I

You are to choose the one best reason why each sentence below is true. Three possible reasons are given, but only one is the real reason. Number your paper from 1 to 6. After Number 1 write the reason which you have chosen for the first sentence. Do the same thing for each sentence in the test.

1. The nations of Europe had disputes over territory in America  
because they did not like one another  
because their claims to territory overlapped  
because some nations were larger than others
2. The French claimed the Mississippi valley  
because La Salle had reached the mouth of the river  
because they had a strong chain of forts there  
because they feared the English
3. The English colonies had difficulty in carrying on a war  
because the king appointed the governors  
because some colonies had proprietors  
because the colonies were so jealous of each other that they would not work together
4. The French position was weaker than the English in one way  
because the settlers were scattered over such a wide area  
because the settlers were nearly all farmers  
because the settlers were Catholics
5. The French took their last stand in Quebec  
because this was their largest city  
because its climate was cold  
because it was protected by its position on hill and river

## TEST II

Take this test in the same way that you did the last one.

1. One good reason why the colonies and the mother country quarreled was  
that the colonies had much wealth  
that the two were so far apart that neither understood the other  
that the colonies were larger than the home country
2. England failed to hold her colonies  
because she did not realize that they were large enough to manage their own affairs  
because they were settled by people of many lands  
because they were scattered along the Atlantic coast
3. The British government put the first tax on the colonies  
because money was needed by the king  
because money was needed to keep an army in the colonies  
because the Parliament wanted to show its power
4. The colonists said that Parliament had no right to pass the Stamp Act  
because they did not want to pay a tax  
because the English did not need the money  
because the colonists sent no members to Parliament
5. The tax was kept on tea  
to please the British merchants  
to show that Parliament still had the right to tax the colonies  
to bring in money for the use of the government
6. Closing the Boston port hurt the British cause  
because it united the colonies against England  
because it starved the people of Boston  
because it made the Massachusetts people angry



### SOME THINGS TO DO

1. Imagine that you are a Boston child just before the Revolution. Describe the "Boston tea party" (page 335) in a letter to a friend who lives in Charleston, South Carolina. Remember, as you write, how a Boston child would have felt about the matter.
2. Imagine that you are one of the owners of the tea which was thrown into Boston Bay. Write a letter to a friend telling how you feel about the matter.
3. Ask your teacher to read to you Longfellow's poem called "Paul Revere's Ride."
4. Look in the library for other stories of these stirring days. Read aloud to your classmates parts which they might enjoy.
5. Make a "movie talkie" which will show the principal events in the quarrel between England and the colonies. Draw each scene on a large sheet of paper. Mount the sheets on muslin or on an old window blind, fasten a roller at each end, and mount the roll in a box with an open side. As the roll is turned, pupils may take turns in describing the scenes. Here are some scenes that you will want: "Patrick Henry's Speech," "The Stamp Act Congress," "Celebrating the Repeal of the Stamp Act," "A Snowball Fight," "The Boston Tea Party," "Paul Revere's Ride," "The Fight at Lexington," "Ringing the Liberty Bell." Perhaps you will find other scenes to add.



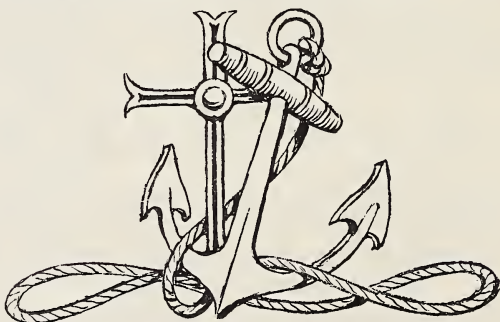


#### SOME BOOKS TO READ

*Johnny Tremain* by Esther Forbes tells of a boy who lived in the exciting times of the Boston tea party.

*Early American* by Mildred Mastin Pace is the story of the life of Paul Revere.

*Tom Jefferson, A Boy in Colonial Days* by Helen Albee Monsell is, as you might guess, the story of the boy who as a man wrote the Declaration of Independence.





## THE REVOLUTIONARY WAR BRINGS INDEPENDENCE

### THE GREAT LEADER

In June, 1775, more than a year before the Declaration of Independence, the Second Continental Congress had chosen George Washington of Virginia as the commander in chief of the newly created American army. Now on July 3 of that year we see him at Cambridge, Massachusetts, as he takes over the command of his forces.

The soldiers who await the new commander have been furnished by four colonies — Massachusetts, Connecticut, Rhode Island, and New Hampshire. Today as they parade on the village green in Cambridge, each

division carries its own flag and is headed by its own leader. Back of the lines of soldiers are crowds of people who have gathered to see the new general. All eyes are watching the tall, finely built man who sits on his horse under a great elm tree. Now he draws his sword, and with its flashing blade lifted high he takes command of the American army. Cheers from the soldiers and shouts from the crowd greet this act. The roaring of the cannon tells the British across the bay that George Washington has become the leader of the Americans.

**The boy and the young man.** — The great Virginian was born on February 22, 1732. He had two half brothers who were twelve and fourteen years older than he, but he was the oldest of his mother's children. His father died when he was eleven, and, when the half brothers married, George was left to be the man of the family at a very early age. He felt that he must help his mother take care of the four younger children.

George attended a school kept by a minister in the neighborhood, and there he learned reading, writing, and arithmetic. His handwriting was very good, but like many persons of that time he never learned to spell well. He spent part of the time in the homes of his half brothers, where he met many of the important people of the colony. These older half brothers had been educated in England, and they did much to teach George the manners of an English gentleman. When he was a man, Washington was always noted for the

[352]

kind and polite manner in which he treated other people.

Growing up on a Virginia plantation, George learned to ride horses and to enjoy living out of doors. He was tall and strong even as a boy. All of these qualities, combined with his liking for arithmetic, made young Washington decide to be a surveyor. In this work it was his business to establish the boundary lines of land. With so much new land being settled in the western part of Virginia, there was much work for surveyors.

When he was only sixteen, George went with two older men to survey land which had been bought by a friend of the Washington family. In this and later trips into the wilderness the young surveyor learned how to live in wild country. It was this knowledge, as well as the courage which he showed in the face of danger, that made Washington well suited to be a messenger to the French at Fort Le Boeuf (page 319).

As you know, the young Virginian gained his first experience in fighting in the war between France and England. These years spent in the colonial army were important ones, for Washington not only learned much about fighting but as the result of his brave action in a battle he gained the nickname, "the hero of the Monongahela." Long afterwards when the colonies were choosing a commander in chief they naturally turned to a man who had been called a hero in another war.

It was while serving as an officer in the colonial army that Washington first learned to dislike the English.



Many of the British officers treated the colonial officers with scorn. Such treatment made the proud young Washington angry and gave him a deep feeling against the British. This feeling grew stronger as laws were passed which Washington felt were unjust.

As soon as he returned from fighting the French, George Washington married Mrs. Martha Custis, a rich young widow. They, together with Mrs. Washington's two children, John Parke and Patsy Custis, lived at Washington's plantation on the Potomac River. This place was called Mount Vernon. Here the soldier settled down happily to the life of a farmer, hoping that he had done with war. Fate, however, ruled otherwise, for his country soon called him to be commander in chief.

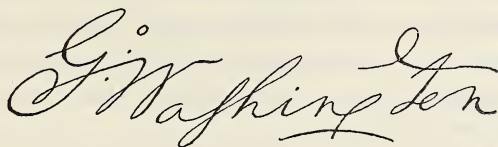
Washington was a most careful man who wrote in his diary a record of his daily life. There we may read of the crops which he planted, of the Negro slaves and white indentured servants who did his work, of the many guests who visited at Mount Vernon, of the goods which he bought from England, and of the pleasures of a Virginia planter.

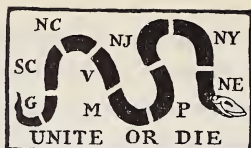
Like most of his neighbors Washington loved horses, and whenever possible he attended races. He was a splendid shot and liked to go on hunting trips into the forest. On one such trip he wrote in his diary, "Happy is he who gets the berth nearest the fire." He danced long hours at the Virginia balls. Afterwards when he was a famous man many a Southern lady boasted that she had been his partner in the minuet.

Washington's service to his country. — The Continental Congress showed great wisdom in choosing George Washington to serve as commander in chief. He was the one person who held the colonies together through seven long and weary years of fighting. When it seemed that the poor, weak colonies were surely beaten, this great man always found a way to keep an army together. When his men were dying from hunger and cold, he held on until help came. Without a leader like Washington the independence of the American colonies could never have been won.

When Washington was given his command, he stated that he wished to serve without pay. Not only did he give his services, but he spent much of his own money to feed and clothe his army.

After leading the colonies to victory, Washington returned to take up his work as a farmer at Mount Vernon. When his country again needed him, however, he once more gave up his pleasant life to assume the hard task of forming a government for the new country.

A stylized, cursive signature of George Washington, written in dark ink. The signature is elegant and flowing, with the first letters of 'G' and 'W' being particularly large and decorative. The name 'George Washington' is clearly legible despite the cursive style.



## THE WAR FOR INDEPENDENCE

**Conditions in the colonies.** — As you read of the minutemen who answered Paul Revere's alarm at Lexington and Concord, you may have thought that all the colonists were eager to take up arms. That was far from true, even at the beginning of the war, and as the years dragged on it became harder to get men to fight. Some people refused to fight because they honestly believed that the English were more right than the colonists. Such people were called loyalists, and there were many of them in the colonies. Other people who did favor the independence of the colonies would not fight all the time. It had always been the custom for a soldier's term of service in the army to last for only a few months. When this period was over, he was free to return home if he liked. All through the Revolution men joined the army in this way, and naturally if things were going badly when their time was up many of them went home. The Continental Congress had no power to compel soldiers either to join the army or to serve until the end of the war.

Another trouble which faced the colonies was a lack of money. The Congress could not tax the people, and since the colonies were jealous of one another they did

[356]

not always do all they could to supply money. Robert Morris, a rich Quaker of Philadelphia, gave much of his own fortune and helped the colonies to borrow from other people. Had it not been for this help, Washington might have had to give up the fight for lack of supplies. The Continental Congress issued paper money, but in the later years of the war this was of so little value that it is said that it took a wagonload of paper bills to pay for a wagonload of food.

Lacking both men and money, the colonists faced serious difficulties in the war. They did, however, have one great advantage. They fought because they believed their cause was just. The British soldiers, on the other hand, often had small heart for their task. You must always remember that there were many people in England who thought that the American colonists were in the right. These people did not want a war.

General Howe, who for a time commanded the English army in America, and his brother, Admiral Howe, who commanded the navy, were among the Englishmen who felt that the war was a mistake. A number of times when General Howe might have crushed the little colonial army he did not attack because he still hoped to mend the quarrel. This delay upon the part of the British and the dislike of some of the soldiers for their task favored the American cause.

**Washington takes up the fight.** — When Washington took over the command of the army, the British held

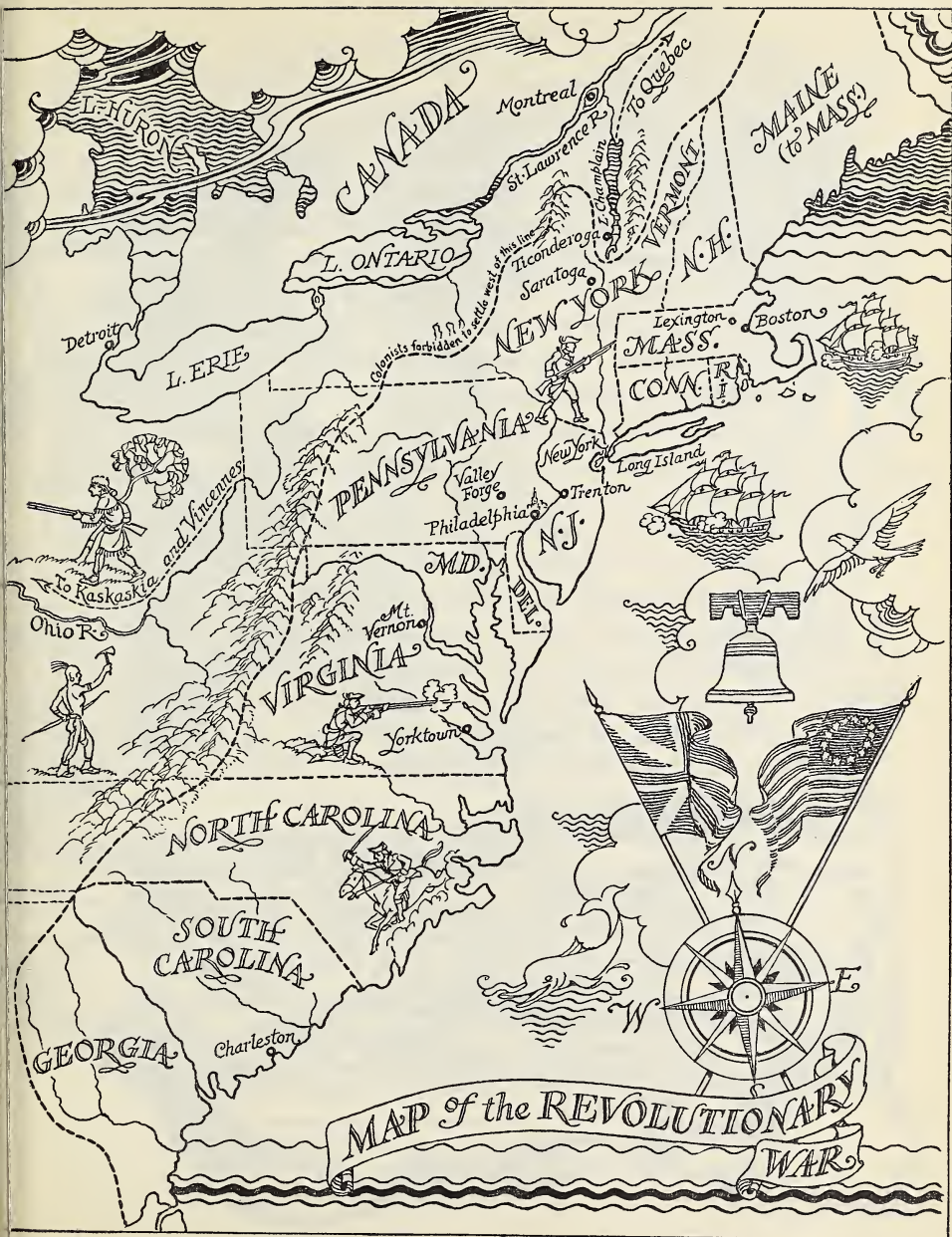


Boston, while the American army was camped in neighboring towns. Early in 1776 Washington sent part of his men to occupy Dorchester Heights, which commanded the city. When General Howe saw the colonial troops in this new position, he decided to withdraw his army. He took his soldiers and about 1500 loyalists away in British ships, and Washington led his men into Boston.

In the autumn of 1775 an American army had marched against Quebec, hoping to capture it much as the English had taken it from the French at an earlier time. All through the winter they shivered outside the city, suffering from cold, hunger, and sickness but never gaining entrance. In the spring British ships came up the river. Washington sent more soldiers, and in June, 1776, a battle was fought at Three Rivers. The Americans were badly beaten, and their defeat was made worse because many of the retreating soldiers were sick. Smallpox had broken out in their camp. This defeat of the Americans was a bitter blow to Washington.

Soon after the British left Boston, Washington moved a part of the army to New York. He was only a little ahead of the British, for soon Admiral Howe brought a large fleet into New York Bay. His brother, the general, landed an army on an island in the Bay. The Howes hoped to make peace, but they arrived a few days after the Declaration of Independence had been issued by Congress. Since the king of England was

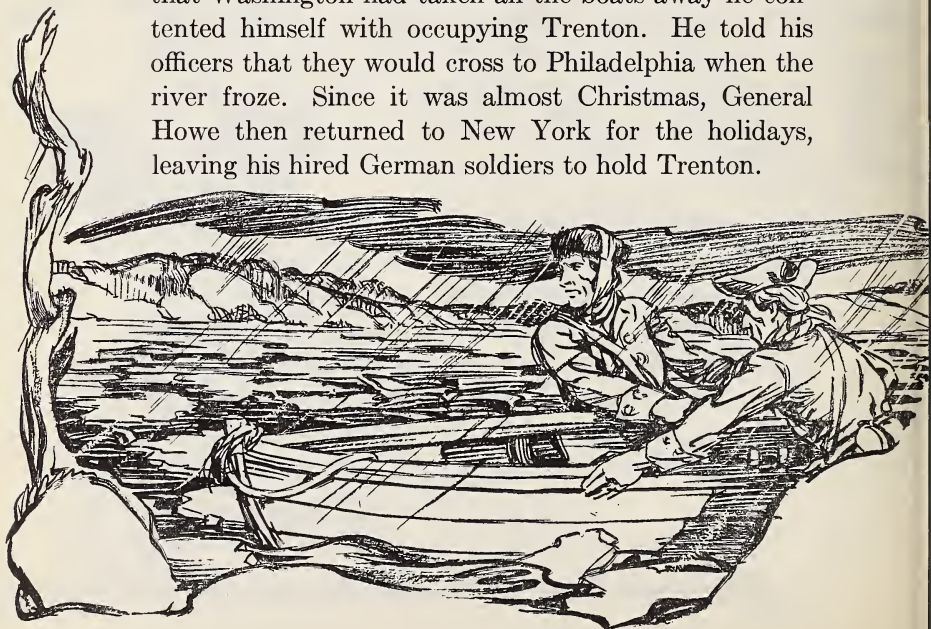
[358]



still not willing to give the colonies their independence, nothing came of their efforts.

Since the British had a larger army and held the better position, there was little that Washington could do but retreat from the position that he had taken on Long Island. He did this very successfully, for on a foggy night he removed ten thousand men without being seen or heard by the British, who were camped within six hundred yards of his lines.

After sharp fighting in the neighborhood of New York, Washington retreated across New Jersey followed by Howe. During this march many of the American soldiers left the army. Howe intended to take Philadelphia, but when he reached the Delaware and found that Washington had taken all the boats away he contented himself with occupying Trenton. He told his officers that they would cross to Philadelphia when the river froze. Since it was almost Christmas, General Howe then returned to New York for the holidays, leaving his hired German soldiers to hold Trenton.







Washington had only a few thousand men, many of whom would be free to return home on January first. His army had failed to take Quebec and had lost New York. Philadelphia, the capital and richest city in the colonies, could be captured whenever the British decided to cross the Delaware. Something must be done.

Washington laid his plans for a surprise attack. He



thought that the German soldiers would celebrate Christmas with a big party; so he chose Christmas night as the time to cross the Delaware and capture Trenton. His plan called for three lines of attack, with crossings at three points along the river. When the time came, the other two officers who were to lead these lines thought that the night was too stormy for an attack and gave up, but Washington did not give up. Can you imagine that you are there with that little army on Christmas night of 1776?

It is cold. Sleet cuts at the faces of the soldiers. The Delaware is filled with great pieces of floating ice. Twenty-four hundred poorly dressed American soldiers march to the riverbank, some of them with shoes so worn that they leave bloody footprints on the snow. Can the boats cross safely that dark river with its floating ice? Yes, the New England fishermen among the soldiers know how to steer boats through dangerous waters. Not a man or a gun is lost, but it requires ten hours to complete the crossing in the small, open boats. Morning is near, and the men must still march nine miles to Trenton.

Washington forms the little army into two lines, and they set out through a storm of blinding sleet and snow. The weapons become so wet that one of the officers sends word to General Washington that the guns cannot be fired. Quickly the commander gives his reply to the messenger. "Tell your general to use the bayonet, for the town must be taken."

The gray winter dawn comes, but still the soldiers march until at last Trenton is before them. The sleeping Germans are roused from their dreams of Christmas feasting by the shouts of the attacking soldiers. Taken completely by surprise, they try to fight, but they have no chance against these Americans who tonight have done what seemed to be impossible. With their leader killed, the Germans surrender within an hour.

Nearly a thousand prisoners, stores of powder, and supplies of food fall into American hands. Only four of the colonial soldiers are dead — two killed in battle, and two frozen to death on the march. By this bold stroke Washington has captured Trenton and saved the cause of the colonies; for with a victory to encourage them many of the soldiers decide to serve another term in the army.

By this and other movements Washington was able to save New Jersey. After delaying for months, Howe finally took Philadelphia. Things still looked very bad for the Americans when in October, 1777, came news of a great British defeat.

General Burgoyne had started some weeks before from Canada with an army which it was expected would take control of the Hudson River. His men, fitted out with all the splendor of European soldiers, were aided by Indians and Germans. The people of New York and the northeastern colonies had few weapons except rifles and hunting knives; but they knew that a British army controlling the Hudson River would cut the

American colonies into two parts. These people, aided by soldiers from Washington's army, fought Burgoyne every step of the way.

With winter coming, the British general found himself in a bad position. He could not get enough food for his army from the country through which he passed. He could not bring supplies the long distance from Canada. With the Americans blocking his path near Saratoga, his only choice was to fight.

The first of several sharp battles was fought on the seventh of October. Others followed on several occasions until the fourteenth, when Burgoyne sent word that he was ready to discuss surrender. He and his men laid down their arms two days later. The most important army which England had sent against the colonies was beaten. You may be sure that Washington in his New Jersey camp heard that news with joy.

One very important result of the victory at Saratoga was the aid which France now promised the colonies. From the beginning of the war France had watched the struggle closely, hoping that England, its old enemy, would suffer the loss of the colonies. Indeed the French had already given much secret help to the Americans, but the government was unwilling to join the colonies openly unless it seemed likely that they could win. When the British suffered their crushing defeat at Saratoga, France was so encouraged about the success of the Americans that aid was given openly. Both soldiers and money were promised to the colonies.

[364]

**The service of Benjamin Franklin.** — There was one man who gave most valuable service to the colonial cause and yet who never fired a shot in battle. This man was Benjamin Franklin of Philadelphia.

To him more than to any other person belonged the credit for securing the aid of France. Early in the war he had gone to Paris, where he was at once very popular. He wore simple clothing and left his hair unpowdered at a time when everyone else around the French court wore rich silks, satins, and velvets and powdered his hair. Yet in spite of his simple ways it became the fashion in Paris to repeat the wise and funny sayings of this old American. His picture was hung in the shop windows and was often painted on the lids of snuffboxes. Gentlemen wore "Franklin" hats and ladies had their gloves dyed a color called "Franklin."

This sturdy old colonist was born in Boston in 1706, the son of a poor candlemaker. While still a small boy he began to work in his father's shop, but he did not like to make candles. He had a brother who owned a print shop, and it was decided that since young Franklin was very fond of reading he should learn to be a printer.

When he was seventeen, Benjamin went to Philadelphia to live. He always thought of this city as his home, even though he spent many years in Europe.

Benjamin Franklin educated himself by reading. He worked as a printer, and by and by published his own newspaper, as well as an almanac which became famous.





This he called *Poor Richard's Almanac*. It contained facts about the time of sunrise and sunset, and the like, and many of Franklin's wise sayings. He published a new almanac each year.

Franklin liked to find out new facts. He tried experiments with electricity and probably knew more about this force than any other man of his time. He made several inventions, one being the Franklin stove. This looked a bit like a small iron fireplace. One side was open, showing the glowing coals. Before this stove was invented, fireplaces were used almost entirely for heating colonial houses.

This man, who as a boy had had so few books and so little education, wanted other boys and girls to have these things which he had lacked. He started a library in Philadelphia where people could borrow books. He was one of the men who helped to found a new school which later became the University of Pennsylvania.

Not only did Franklin serve the colonies in France, but he lived to render another greater service to America. Several years after the Revolution closed, a group of men met in Philadelphia to make a plan of government for the new nation. Franklin was then eighty-one years old, but he was one of this group. Because he was wise he helped to make a successful plan and because he was full of funny sayings, he often put the men in a good humor when they had grown angry over some argument. Benjamin Franklin deserves the honor of being called one of America's great men.

480

The winter at Valley Forge. — In December, 1777, Washington led his army to Valley Forge, about twenty miles from Philadelphia. Here they built quarters for





the winter. At Valley Forge during the winter of 1777-1778 the colonial army knew its blackest hours. Every soldier who remained faithful through the terrible hard-

[369]





ships of that bitter winter had a right to be called a hero.

Try, if you can, to see Valley Forge as it must have looked during the first weeks after Washington's arrival.

Rude log huts each about sixteen by fourteen feet in size face streets which have been laid out by the soldiers. Each hut has a log fireplace, thickly coated with mud. Parties of soldiers are setting off to the forest for wood to burn in these fireplaces. Since there are few horses or oxen and little food for animals, the men pull the carts in which the logs are piled.

Everyone is hungry. No meat has been seen at Valley Forge for a week. Many of the men have no flour to make bread. The poor soldiers are without money. They might get food from the farms near by, but the farmers sell it to the English in Philadelphia who have money to pay for it.

The hospital is only a larger log hut. There are no beds, and some of the sick men do not even have blankets. A few are on heaps of straw, but many lie ill and dying on the hard, frozen ground.

The men shiver in the cold wind, for their coats are in rags. The snow is stained with blood from the frostbitten feet of the poor fellows who have no shoes.

Cold, hungry, sick, and dying men — this is the colonial army. Do you wonder that George Washington's great shoulders stoop and his proud head bows as he walks among his men? Do you wonder either that he writes sharply of the members of the Pennsylvania [370]

legislature who have objected because he does not attack the British?

Of them he said, "I can assure those gentlemen that it is much easier . . . to draw remonstrances in a comfortable room by a good fireside than to occupy a cold, bleak hill and sleep under frost and snow, without clothes or blankets. However, although they seem to have little feeling for the naked and distressed soldiers, I feel . . . for them, and from my soul I pity those miseries which it is neither in my power to relieve or prevent."

**The aid of foreign soldiers.** — Even before France offered its aid to the American colonies, there were here and there soldiers and officers from Europe who had come to give their services to the new country. Some of these men were cheap adventurers who hoped to better their fortunes by being made officers in the American army. Against such men as these Washington more than once warned Congress.

There were, however, many able men who came to America because they admired the fight for freedom which the colonies were making. The best known of these men was the Marquis de Lafayette, a young French nobleman. He came to America soon after the war began and was with Washington during that terrible winter at Valley Forge. Although he was an officer in the American army, it was not as a soldier that the young Frenchman gave his greatest service. As a result of his presence in America and his loyal support

of the American cause, France at last decided to aid the colonies.

With Lafayette came Baron de Kalb. Though a soldier of France, De Kalb was born in Germany. He was wounded eleven times in a battle near Camden, South Carolina, and died from his wounds.

Two men from Poland came to aid the Americans in their fight for liberty. Thaddeus Kosciuszko served as an engineer until the end of the war. He then returned to Poland. Count Casimir Pulaski led troops mounted on horseback. He was killed while fighting near Savannah, Georgia.

John Barry, born in Ireland, and John Paul Jones, a Scot, served in the little American navy. These two men had, however, lived in the colonies for a time before the war began.

Another friend who came from Europe was the Baron von Steuben, a German nobleman. He arrived while the army was at Valley Forge and at once began to drill the men. Having been an officer in the German army, he was well prepared for this work. Under his direction the colonists became soldiers who could behave under fire as well as did the trained regulars from Britain or Germany.

**The war in the West.** — All the country north of the Ohio River still belonged to England, as it had since the close of the war with France in 1763. A daring young surveyor from Virginia, George Rogers Clark, believed that by making surprise attacks he could seize [372]

the British forts in this region north of the Ohio and thus hold the country for the colonies.

Patrick Henry, then governor of Virginia, told Clark to try his plan. The young leader found about one hundred fifty men who would go with him, and in the spring of 1778 he loaded his men on boats and started down the Ohio. Some men from Kentucky joined his party, which floated almost to the mouth of the Ohio River.

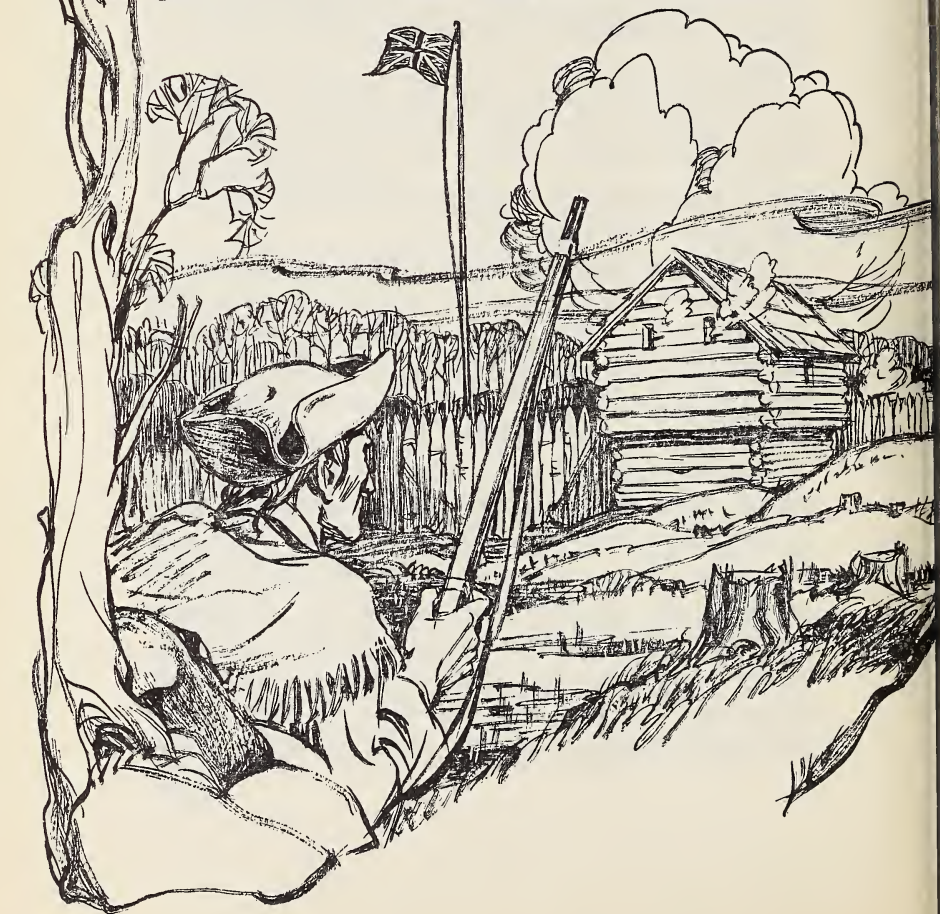
With the boats hidden near the stream, the men set out to march to Kaskaskia, a British fort located in what is now southern Illinois. If you had been at this fort on a certain July evening, you would have seen a scene never to be forgotten.

In the great hall of the fort a dance is in progress. The fiddles sing and the feet of the dancers move fast and ever faster. The English soldiers and the pretty French girls who live in the country round about are having a merry time. A few Indians are leaning against the wall watching the whirling dancers. Suddenly one of these red men lets out a mighty war whoop. The fiddles cease, the dancers stop with a figure half completed, all eyes turn toward the door. There they see a tall, silent young man wearing the fringed buckskin jacket of the American backwoodsman. He stands watching them with arms folded. To their surprised questions he replies by telling them to continue with the dance, but to remember that they now dance under the rule of Virginia rather than under the rule of Great



Britain. Outside, the Americans surround the fort and seize the few English soldiers who guard it.

The easygoing French promise to accept American rule. For a time it seems that not only Kaskaskia but all the British lands north of the Ohio are in Clark's hands. Months pass, and word of the American conquest reaches the British commander at Detroit. At





once he sends troops to capture and man the fort at Vincennes. Clark, at Kaskaskia, hears of the new force and determines to move against it.

It is the dead of winter when Clark and one hundred seventy men set out to march two hundred forty miles across country to Vincennes. For a week all goes well. The men find plenty of game. Each night they feast and sing around their campfires. But now they meet trouble. The Little Wabash River has overflowed its

banks. Clark finds boats, and they paddle along for a time until they have to leave the boats and wade through flooded lowlands and swamps. The men are losing courage, but Clark raises a war whoop and plunges into the icy water at the head of the line. None can give up while the daring young leader goes forward.

The fort reached at last, the backwoodsmen open fire with their rifles. The guns of the fort reply, but the courage of the Americans wins the day. The British commander surrenders the fort and the seventy-nine men who hold it.

Clark not only captured Vincennes but he broke the hold of the British on all the region. Never again did the English flag fly in this territory, for at the close of the Revolution the English agreed that this land should belong to the United States.

Lone hunters and small bands of settlers had gone into the western country south of the Ohio River before the Revolutionary War. One of the most famous of these was Daniel Boone. He made a journey to Kentucky in the year 1769. In later years he helped build a road through the forest and led settlers over it to the new country. The town of Boonesborough was settled in 1775 by a party led by Daniel Boone.

In 1770 James Robertson led a band of settlers to Watauga in what was to become Tennessee. Other settlers followed. Among them was a man named John Sevier, who became a leader in the new country.



This western land was claimed by the colonies on the eastern coast. Kentucky was at first a county of Virginia. The region along the Tennessee was claimed by North Carolina. But in later years separate states were formed in this western country.

These western settlers south of the Ohio River did not take a direct part in the Revolutionary War, though they knew much Indian fighting during these years. The story of their life in the new country forms a part of the westward movement which is told in a later book. There you may read more of Daniel Boone and the other early settlers who went beyond the mountains.

**The war in the South.** — The weary years dragged on with the war still neither won nor lost. Sometimes months passed with little fighting, but the British army remained in the colonies. England was willing now to repeal all the laws to which the colonies had objected, but it would not recognize their independence. Although they were too weak to drive the British from the country, the colonists still refused to make a peace which did not give them their independence.

In the winter of 1778–1779 the English carried the war into the South. They soon had control of Georgia and moved on into South Carolina. After hard fighting Charleston was surrendered to the British in May, 1780. A famous Englishman of this period wrote of this event, “We look on America as at our feet.” Well might he believe that this was true, but he had not counted on



the spirit of a people who refused to know when they were beaten.

Much bloody fighting followed the surrender of Charleston. Francis Marion, called by an English general the "old swamp fox," was one of the Americans who made life hard for the British. He was an old fighter of Indians who knew all the country well. He often escaped from the British by taking his men over bypaths through the forest or swamps. He would appear again as suddenly as he had gone away, leading a company against some small British force. Soldiers trained to fight on European battlefields did not know how to meet this backwoods fighting.

General Cornwallis led the British into North Carolina and after heavy losses there pushed on into Virginia. He asked General Clinton, who had taken Howe's place in New York, to come to his aid. This commander, however, had heard that the French were sending a fleet to attack New York; so he in turn asked Cornwallis to send help to him.

Cornwallis took up his position at Yorktown on Chesapeake Bay. Lafayette, who had been sent by Washington to Virginia, closed in on Yorktown, and suddenly Cornwallis found that he could not escape from the town except by sea.

In the north the French general brought his army to join Washington, who was still camped on the Hudson. With only the two generals knowing where they were going, the French and American armies started south. [378]

Clinton in New York was afraid to send men to Yorktown lest all this marching meant some attack on New York.

Through the cool autumn days in the year 1781 the two armies marched across New Jersey. Harvests were ripe, and for once the soldiers had plenty of food. Reaching Philadelphia, which was again in American hands, they paused long enough to parade before twenty thousand people. While they were there the secret became known. The armies were marching to Yorktown. The soldiers shouted for joy when they heard this news. The people of Philadelphia sang and danced in the streets, feeling that the battle was all but won.

While the soldiers marched south, a French fleet and a British fleet had fought near the mouth of Chesapeake Bay. With the British getting the worst of the fight, the French went on toward Yorktown to cut off Cornwallis's escape by sea.

The British general was now shut up in Yorktown with French and American soldiers on one side of him and a French fleet on the other. The aid asked from General Clinton had not come and in fact did not until too late to do any good. Cornwallis held out until the nineteenth of October, but feeling that there was no escape he then surrendered.

Will you try to catch a glimpse of Yorktown on that great day when the British laid down their arms in a surrender which really ended the Revolution?



It is noon, and the Americans march into one side of the fort and the French into the other. One o'clock, and the British fort on the other side of the river lowers its colors. Two o'clock, and the British march out between the two lines formed by the American and the French troops. How strange those lines, with the French in full dress uniforms and the Americans half naked and often barefoot! The British march between the silent men, lay their arms on the fast mounting pile, and return to their camp, prisoners of war. The only sound is made by the British band, which is required to play some English song. They have chosen the tune called, "The World Turned Upside Down." Perhaps it is a good choice for this occasion. Now last of all comes the British General O'Hara bearing the sword of General Cornwallis. He explains to General Washington that the British commander is ill, and hands the sword to General Lincoln, who receives it for the American and French commanders.

A few nights later an old watchman in Philadelphia brought the news to the capital when he shouted, "Three o'clock, and Cornwallis is taken!" Windows  
[380]



flew up, the night was filled with the voices of people shouting, laughing, crying, singing their joy.

In England the news was carried one November day to the chief officer of the British government. He walked up and down his room crying wildly, "It is all over! It is all over! It is all over!"

**America finds peace.** — Over it was indeed, although more than a year passed before the soldiers laid down their arms. By the autumn of 1782 the British and the Americans had agreed to cease fighting, but it was not until September 3, 1783, that the final treaty of peace was signed.

Franklin and the other Americans who helped make the peace did well. The independence of the new nation was recognized. The land won by George Rogers Clark was added to American territory and the Mississippi River was made the western boundary.

The Revolution was ended. The new nation born on July 4, 1776, had proved its right to live. The splendid aid of France, the wisdom of Washington, and the courage of colonial soldiers had combined to give the victory to America.



With peace made, General Washington sent his soldiers to their homes, and himself prepared to go to Annapolis, where the Continental Congress was in session. There he would resign his position as commander in chief before continuing to his home at Mount Vernon.

Let us take our last look at the great leader on the evening when he says farewell to his officers.

It is the fourth of December, 1783. In Fraunces' Tavern in New York City is gathered that little company of officers who have served and loved the commander through this bitter war. They have gathered to honor their chief. He stands now, a glass raised in his hand, his voice trembling with feeling as he says, "With a heart full of love and gratitude, I now take my leave of you." The men drink in silence and then crowd round the general for the last good-byes. With tears streaming down his face, George Washington shakes each man's hand, and bids him a fond farewell.

The time has come for the general to leave. The officers go with him to the water's edge, where he enters a boat which will take him across the Hudson to the Jersey shore. As the boat puts out into the stream, the tall figure of the commander rises to its full height. The great leader lifts his hat in a final salute to his officers. At once the men come to attention and for the last time salute George Washington, commander in chief of the American army.

### A WORD GAME

Find the word or phrase which explains the meaning of each word in column one.

commander in chief	thankfulness
surveyor	a general who commands all the
buckskin	armed forces of a country
minuet	a man who lives in the forest
gratitude	a man who establishes the boundary
backwoodsman	lines of land
	a dance that was popular during
	colonial days
	the tanned skin of a deer

### A MAP STUDY

On the map shown in your book locate the places where the principal events of the Revolutionary War occurred.

Make a picture map of the thirteen colonies. Use a printed outline map. If the class members wish to work together on one large picture map, put an outline map into a stereopticon machine and throw the outline on a sheet of wall board or heavy paper. Trace around the outline with crayon. In each colony draw a few small pictures which will help you to remember the things for which that colony was best known. You can find ideas for these pictures all through the last four chapters you have read.



## MAKING LISTS

One way to remember important facts is to list them, and then study your list. You have just read of the Revolutionary War. A number of important events and leaders were mentioned. Take a sheet of paper and write these headings on it: Battles, American Leaders, British Leaders, Foreign Friends.

Under each heading list the facts called for. Read the chapter again as often as you need to to find these facts. After the name of the battle give the date when it occurred and tell whether it was won by the Americans or the British.

Movements of soldiers and periods in camp are also mentioned in this chapter, but you are not to list these.



## SOME THINGS TO DO

1. You will want to look in the library for other stories about the Revolutionary War. Some very good books are suggested at the end of this chapter.
2. Learn to dance the minuet or the Virginia reel.
3. Ask your teacher to help you learn some of the songs which were sung during the Revolution. One of these was "Yankee Doodle."
4. Making a class book about the Revolution would be good fun. You would need to write stories about some of the more important events. Some good sub-

jects would be "The Minutemen Stand Firm," "Tea Made with Salt Water," "The Liberty Bell Rings," "A New Commander," "A Battle That Saved an Army," "The Heroes of Valley Forge," "Friends of the Americans," "A Backwoodsman Wins," "A Swamp Fox," "The Great Surrender." You will think of other subjects that you want to use.

After you have each chosen a subject, there are four steps to take: (1) read all you can find about your subject; (2) decide what things are most important to tell; (3) make a talk to your classmates and ask them to give you suggestions; (4) write your story without copying a single sentence from any book.

You will need pictures and a cover for your book. Ask your teacher to help you plan these. Crayon drawings of the events that you are describing would be nice. Some boys and girls like to cut linoleum blocks and print their pictures with these.

If any pupils have written verses about the Revolution, these could go in the book.

After you have enjoyed your book, you might like to make a gift of it to the school library.

5. You might like to have a program to bring together some of the interesting things that you have learned about the Revolutionary War. You could show your map, sing songs, dance the minuet, and read from your class book. Since your audience cannot very well see the pictures in your book, you might like to draw some of these on large sheets of paper with colored chalk; or, if you have a few colonial costumes, you could show living pictures. How could you show the minutemen at Lexington or the old man ringing the liberty bell in a living picture?



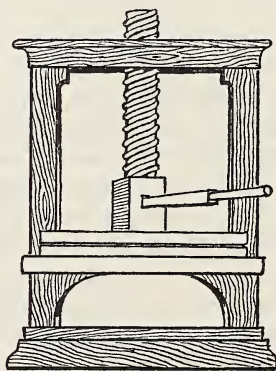


### SOME BOOKS TO READ

There are a good many stories that tell of the people and events of Revolutionary Days. Among the easier ones are *Hoof Beats of Freedom* by Helen Fuller Orton and *Ben Franklin, Printer's Boy* by Augusta Stevenson.

Others that you will like if you read well are *Traitor's Torch* by Gertrude Crownfield and *Liberty for Johanny* by Adelaide H. and John C. Wonsetler.

If you are a very able reader try *Big Knife, the Story of George Rogers Clark* by William E. Wilson and *Rising Thunder* by Hildegard Hawthorne.





## A NEW PLAN OF GOVERNMENT IS MADE

It is the twenty-fifth of May, 1787. In the old State House on Chestnut Street in Philadelphia a group of men have gathered. By boat, stagecoach, and horseback they have come to the city for a meeting. Today they are ready to choose a president of the gathering. There is only one man in America so generally respected that all are willing to have him as their leader. George Washington is that man. He is elected president of the convention and goes forward to sit in the high-backed chair at the front of the assembly room.

There are many strong and able men in this gathering. Benjamin Franklin is here, his wit and common sense still with him at eighty-one, although he is so feeble that a friend must read most of his speeches.

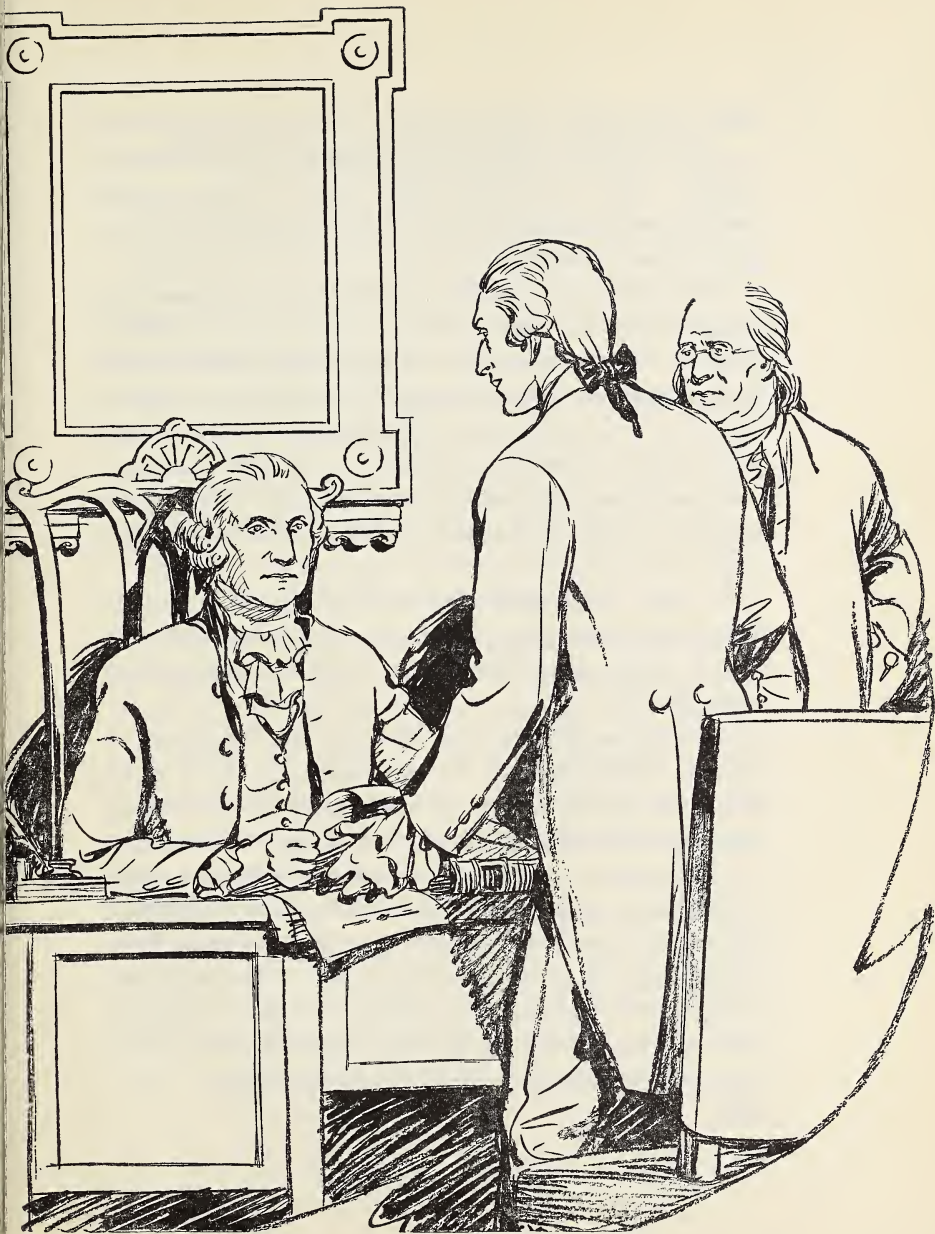
James Madison of Virginia is only thirty-six, but he has read and thought so much about the problems of government that his advice is often asked. He has seated himself at a little table near the president's

chair. There he sits carefully making notes of all that is said. In later years these notes will prove of great value in giving Americans a clear picture of what took place in this meeting.

A proud young New Yorker is at the meeting. At thirty years of age he has already won a place for himself as a leader in the new country. Alexander Hamilton's name is one that will be heard often in America during the next few years. He served Washington well during the Revolution and still commands the respect of the great leader, who will have further need of his services in the years ahead.

Here too is James Wilson of Pennsylvania. This tall Scot signed the Declaration of Independence in [388]







this very room a few years ago. Now he has returned to raise his voice often in the interest of the common people. More than any other man in this meeting he believes that the people should be trusted and their power made greater.

The matter of a president being settled, the meeting makes rules to govern the actions of its members. First of all these men agree that all that is done or said in the meetings that are to be held shall be kept secret. Only their finished work may be given to the world. To make sure that this rule shall not be broken, guards are placed at the doors so that persons who are not members of the group may be kept from entering the hall.

In order that they may not be disturbed by the wheels of passing carriages, the men order that the street outside the State House shall be covered with loose earth.

Are you wondering what has brought this group of men to Philadelphia? Do you want to know why they have gathered here in the same hall where some eleven years before the liberty bell rang out its message of independence? They have met to work out some better plan of government than that under which they have lived since the colonies won their freedom from British rule. In order that you may understand why changes were needed you must turn your thoughts back and learn what happened in America in the years immediately following the Revolutionary War.

## THE STATES LIVE UNDER THE ARTICLES OF CONFEDERATION

**Years of confusion.** — After the states had declared themselves to be independent of British rule, it was necessary to provide a new plan of government. In 1781 such a plan was agreed upon. It was called the Articles of Confederation. Under the Articles each state kept its own independence but all were joined in “a league of friendship.”

The years during which the United States lived under this “league of friendship” proved to be a time of great confusion. This condition came about because of certain weaknesses in the plan of government provided by the Articles of Confederation.

Congress had no power to vote and collect taxes. This proved to be a very great weakness, for it left the new government without money with which to pay its bills. Congress tried to secure money by asking each state to pay its share. This did not work well because the states often objected to the amounts they were asked to pay. Usually too they were slow to pay even when they did so in the end.

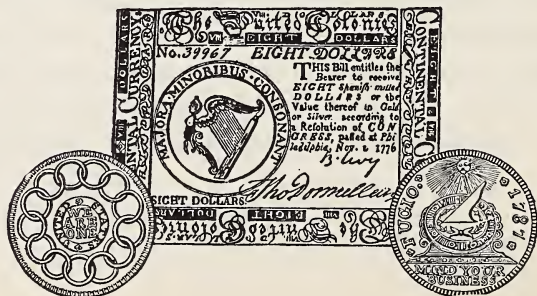
During the Revolutionary War large sums of money had been borrowed. But even this had not provided enough money to pay the soldiers. With Congress unable to tax the people and the states slow to meet their share of the expenses, conditions became very bad. In June, 1783, a band of soldiers broke camp

and marched to Philadelphia. Congress was meeting there at the time. The men drew up before the building where Congress was meeting. With bayonets in hand they demanded their pay. This Congress could not give them. In fear of their lives the members left Philadelphia in great haste, going to another state.

There was no one system of money. Congress could issue money but so could the states. Much paper money had been issued during the Revolution. This came to have very little value. At one time a paper dollar could not be exchanged for more than one cent in coin. Paper money was so cheap that as a joke rooms were sometimes papered with it.

Such gold and silver coins as were in use were those issued by other nations. Their value was not the same in all the colonies, but even so people would rather have them than paper money. Sometimes people who were not honest used tricks to get more than the full value of coins. A gold coin was often chipped around the edges until it was worth less than its first value. A copper coin gilded to look like gold was frequently passed for much more than its value.

People took to trading goods to avoid using money. One man, the owner of a newspaper, stated that he



would be glad to receive salt pork as payment for his paper.

Most of the states issued paper money, even though it had little value. However, Massachusetts refused to do so. This made some of the citizens of the state who owed debts very angry. They felt that they could pay their debts more easily if they could secure a large amount of paper money. One of these angry citizens was Captain Daniel Shays, a man who had served as an officer in the Revolutionary War. In 1787 he led a band of nearly two thousand men in rebellion against the government of Massachusetts. The rebellion was put down by soldiers at the request of the governor. However, it led people to see that a better plan of government was badly needed in the United States.

Congress had no power to control trade between the states. Each state had the right to tax the products of other states that were brought within its borders. Thus when a farmer in New Jersey hauled vegetables to market in New York, he had to pay a tax at the state line. So did the wood cutter from Connecticut who brought a load of firewood into the same city. In the same way each state was attempting to benefit itself by taxing the products of all the other states.

A state that lacked good harbors and was forced to secure goods through ports in neighbor states had a hard time because it had to pay taxes on such goods. James Madison said that New Jersey that depended upon the ports of Philadelphia and New York was like



a cask tapped at both ends. He also spoke of North Carolina, placed between Virginia and South Carolina, as "a patient bleeding at both arms." Do you understand what Madison meant by these statements?

Neither could Congress control trade with foreign countries. No matter what it set up as the plan for the United States each state did as it pleased about following the plan. Other countries began to speak not of one nation but of thirteen nations in America. It is said that when John Adams went to London to represent the American government he was asked where the other twelve representatives were.

Under these conditions it is not surprising that other countries showed very little respect for the United States. Spain still controlled the Mississippi River and refused to permit western farmers and traders to ship goods on it. Britain kept its soldiers in posts around the Great Lakes even though this land had been granted to the United States at the close of the Revolution. Pirates in the Mediterranean Sea seized vessels and the American citizens upon them.

All of these difficulties might have been overcome if it had been possible to change the plan of government. But in order to change any part of the Articles of Confederation it was necessary to secure the consent of all of the states. Upon several occasions as many as twelve states agreed to a proposed change. But in each case some one state held out against it and thus prevented the change.

**Progress under the Articles.** — In spite of all the difficulties that arose during these years the young government did have one success. This was the plan it developed for the public lands. Seven of the states claimed great stretches of land lying between the Appalachian Mountains and the Mississippi River. When the new nation was formed, this land was given by these states to the United States.

The young nation then faced two problems. It must provide a government for the people who lived on this land, which was now a part of no state. It must set up a method by which the land could be put on the market and sold. The laws which Congress made about these two matters served as models for later laws passed when other new territory was added to the United States. We may be very proud of the fact that under these laws citizens of a territory enjoyed freedom and many rights which belonged to citizens of a state.

The very difficulties that people had under the Articles brought certain progress. This was true because these difficulties made many citizens realize that a stronger government was necessary. After their experience with the British rulers people had feared a strong government. This fear led them to set up a plan that was too weak to be successful.

Wise men saw that if the United States were to remain an independent nation something must be done. George Washington was one who felt very



strongly about this matter. He wrote to a friend that he was more worried lest liberty be lost in America than he had ever been at any time during the Revolution. He was one who believed that differences might be settled by talking about them. Virginia and Maryland had quarreled over the use of the Potomac River. Washington invited men from each state to meet at his home, Mount Vernon, to try to settle their quarrel. This they did.

Having found that difficulties over river trade could be settled by meeting and talking together a group of men called another meeting. Representatives of five states attended this gathering in Annapolis, Maryland. They asked that a larger meeting be held the next year to which each state would send representatives. Congress issued a call for such a convention to be held for the purpose of changing the Articles of Confederation. The time agreed upon was May, 1787; the place, Philadelphia.



### THE STATES COME UNDER A CONSTITUTION

**Writing a Constitution.** — Very soon after they met, these men agreed that instead of trying to remedy the weaknesses in the old plan they would make a new plan of government. The principles of government by which the citizens of a country agree to live are called a constitution. The men gathered in the State House at Philadelphia in the summer of 1787 were writing a Constitution for the United States, and therefore the meeting is often called the Constitutional Convention.

Of course the men from the various states often failed to agree. Sometimes they talked in friendly fashion



and sometimes they grew angry. When it seemed as if the convention would break up because they could not agree, some wise man would suggest that the question be dropped for a few days. During that time a committee would usually find a measure upon which the two sides could agree. Settling a dispute in this way is called making a compromise, and it means that each side gets part of what it wants and gives up part.

One day Benjamin Franklin said, "When a board table is to be made, and the edges of the planks do not fit, the artist takes a little from both, and makes a good joint." The members of the convention spent a great deal of time "sawing boards to make them fit." The Constitution which they wrote contains many compromises.

The most famous of the compromises was the one which settled a quarrel between the large and the small states. All were agreed that there must be a Congress to make the laws, but the small states claimed that each state must have the same number of members in this Congress. The large states said that they should send more members to Congress because they had more people. This question was argued for days, while the weather grew hotter and tempers became sharper. When it seemed that the dispute would break up the convention, a member proposed that Congress have two parts or "houses." In one house each state would have an equal number of members, while in the other house

[398]

members would be elected in proportion to the population. The convention accepted this compromise, tempers cooled, and the work of writing a Constitution continued.

The members of the convention felt that there must be some officer to act as the head of the government, but beyond this they did not at first agree. Some would have liked to have a king. Others favored a president but were not sure how he should get his office or how long he should serve. After much discussion, it was finally agreed to have a president who would serve four years and who could be elected again if the people desired.

Everyone agreed that there must be a system of courts in the United States. The Constitution provided for the most important court of the land, to be known as the Supreme Court, and permitted Congress to establish the other courts.

The new plan thus provided for three important divisions of government. A Congress of two houses was given the right to make laws. Such matters as raising taxes and controlling trade, once reserved to the states, were made the business of the Congress. A President had it as his chief duty to compel people to obey the laws. Courts were established where people accused of breaking laws might have a fair trial and where it would be decided whether or not the laws passed by Congress agreed with the Constitution. Under this plan the states gave up some rights which



they had had under the Articles of Confederation, but they gained a central government strong enough to keep order in the country.

The time came at last when the Constitution was finished. A committee went over it to make its language the very best. If you had been in the State House at Philadelphia on September 17, 1787, you could have watched one of the most important events in our country's history. Can you suppose that you are there on the morning of that important day?

[400]



A copy of the completed Constitution lies on the president's desk. The members are in their places, but the faces of many wear anxious looks. Will there be enough signers? No one is entirely satisfied because no one was able to have all that he wanted. Twelve states have sent members to this convention. Will there be signers from twelve states? It is an anxious moment for the friends of the Constitution.

Benjamin Franklin rises to his feet and in his feeble voice makes one of the last speeches of his life. He



says that in more than eighty years of living he has often changed his mind and come to favor measures to which he once objected. So he thinks it may be with those features which he does not now like about this Constitution. He closes with a plea that his fellow members join him in placing their names on this paper.

As he finishes, men nod their heads. Many agree with the good sense of this speech.

The moment has come for signing. George Washington, as president of the convention, writes his name first. Up the aisles the men come to put their names under his. Thirty-nine men representing twelve states are willing this day to stand before the world as signers of the Constitution of the United States of America.

On the back of the chair where Washington has sat during the convention is carved a sun. Now as the names are written on the paper Benjamin Franklin once more speaks, "I have often and often in the course of the sessions . . . looked at that (sun) behind the president without being able to tell whether it was rising or setting. But now at length I have the happiness to know that it is a rising and not a setting sun."

**Coming "under the roof."** — The Constitution stated that as soon as nine states accepted or ratified the new plan of government it should go into force in those states. For nine months after the Constitution was signed a great struggle went on in the country. Each state held a convention in which it was decided whether

[402]

or not that state should accept the Constitution. Delaware won the honor of being the first state to ratify, while Pennsylvania was the second state to accept the new plan.

People were divided in their thinking about the Constitution. Many able men were opposed to ratifying it. Among these were Patrick Henry and Samuel Adams, both of whom had been leaders in the fight for liberty during the Revolution. Samuel Adams was finally won over, but Henry remained to the last against accepting the new plan of government.

Some opposed the Constitution because they felt it was not a perfect plan. To this Washington replied by saying that he wished the Constitution had been more perfect. But he added his belief that "it is the best that could be obtained at this time." He further pointed out that, had the convention failed to make some plan, government in the United States would have broken down entirely. Washington and many other leaders believed that the Constitution should be ratified and then improved if changes were needed.

Those who shared Washington's views had a hard fight. Time and again in some state conventions the cause of the Constitution seemed lost. Alexander Hamilton was one who worked hard for ratification. He and two other men, James Madison and John Jay, wrote a series of articles explaining the Constitution. These articles were widely read and did much to convince men that the Constitution should be accepted.

The New York Convention had many members who opposed the new plan. After weeks of talk it seemed that the Constitution could never be ratified by New York. Yet, Hamilton who led the fight would not give up. One day a friend who was leaving the meeting asked Hamilton what he should tell any who asked about the Constitution. "Tell them," Hamilton replied, "that the convention shall never rise till the Constitution is adopted." Such a determined stand won in the end. New York at last ratified.



One by one the states came "under the roof," as people then expressed it when a state accepted the Constitution. With the ratification by New Hampshire, the ninth state, in June, 1788, the Union was made certain. Two other states quickly followed. The next year, 1789, North Carolina ratified. Rhode Island, smallest of all the states, held out until 1790 before agreeing to live under the new plan.

One argument made against the Constitution was that it did not make certain each person's rights and freedom. To overcome this difficulty a series of statements were prepared, each of which was intended to secure a particular right or freedom. These statements were adopted as soon as the new government was set up as the first ten amendments or changes in the Constitution. These amendments are often spoken of as the *Bill of Rights*.

Americans have always been very proud of their right to speak and write what they please; to worship God as they see fit; to be tried in court by a jury. These and certain other rights are made secure to them by the first ten amendments to the Constitution.

By the fourth of July, 1788, ten states had accepted the Constitution. Since this was more than enough to make certain that the new government would go into effect, the city of Philadelphia prepared to celebrate the event. Will you try to catch a glimpse of the parade as it passes along the street?

A float built in the shape of an eagle leads the way. Beside it walk men in pioneer clothing with axes on their shoulders. Behind come men carrying the flags of the ten states which have already joined the union. Here are people from other countries carrying their foreign flags. Next is a man in Indian dress smoking a peace pipe, and behind him a company of soldiers.

The float which is the pride of the parade is drawn by ten white horses. On it a dome is held up by thirteen





columns, of which three are not yet finished. Each column bears the name of a state.

Workers march and ride in the procession. Printers are at their presses, weavers at their looms, shoemakers at their benches. Five thousand men take part in this parade which celebrates the beginning of a new plan of government.

At the great feast which ends the day, special honor is paid to each of the ten states which have already accepted the Constitution. As each state is named, the cannon on the boats in the Delaware River fire a salute. The new nation which declared its independence in 1776 was in 1788 finally ready to live under a well-made plan of government.

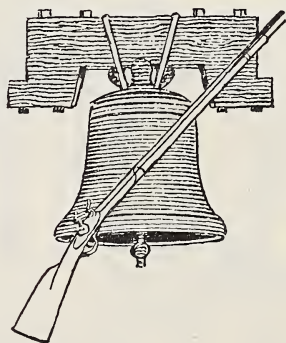


You have followed the story of America from the time when Christopher Columbus first reached the islands along its shores to that day nearly three hundred years later when a new nation under a new Constitution began life on this continent. You have watched



the coming of explorers who sought gold or furs or water passages and of settlers who desired land and freedom. You have seen the struggles among the nations of Europe for possession of the new continent. You have watched the birth of a new nation. Can this weak young country continue to live?

In another book you may read the story of what happened to that new nation. You may follow its pioneers as they travel always toward the west, seeking new lands and new homes. You may watch the changes that brought swiftly moving trains, automobiles, and airplanes to take the place of the pioneer's covered wagon. Indeed, if you follow the story to the end you will know how this young land became the great, rich country which is your home — the United States of America.





### A WORD GAME

Here are more words to add to your list of history terms: *convention, constitution, session, compromise, ratify, issue, rebellion, freedom, rights, adopt*. If you have forgotten any of the four ways to learn the meaning of a word, find these in the Word Game at the end of chapter one. Be sure that you know the meaning of all the words in your list of history terms. Perhaps you could have a match using these words.

### A MAP STUDY

The thirteen colonies that won their freedom in the Revolutionary War became the first thirteen states in the United States. It is important that you be able to name and locate these states. While you are securing some practice in this, you can also review the map skills you have been learning.

Use a large wall map of the United States. Locate and name each of the thirteen states. Which of these was the most northern state? Which the most southern?

Using the scale of miles given on the map find how far it was from the most northern to the most southern part of the



United States in 1788. How far did representatives to the Constitutional Convention from New Hampshire have to travel to reach the convention? From Georgia? How far did George Washington travel?

In what direction did George Washington travel when he went to the convention? In what direction did Alexander Hamilton travel? Trace one or more routes that each might have taken to the convention.

Your map uses colors and certain marks to tell you facts that you need to know. How are mountains shown on the map you are using? How are state capitals shown? How are other cities shown? What do colors shown on the map tell you?

Find the region in which the first public lands were located. What states are now in this region? In what direction would a settler travel who was going from Pennsylvania to Ohio?



### MAKING AN OUTLINE

Copy the little outline below and write in the proper place the answer to each question. You can find most of the answers in this story. Ask an older person to tell you the others if you need help.

#### THE DIVISIONS OF OUR GOVERNMENT

1. The President
  - a. What is his duty?
  - b. Who holds the office now?

2. The Congress
  - a. What work does it do?
  - b. How many houses does it have?
  - c. What are the names of the houses?
3. The Courts
  - a. What work do the courts do?
  - b. What is the most important court called?



#### EXAMINING STATEMENTS

When we talk or write we may use two kinds of statements. One kind tells about a single event or condition or thing. The other kind is a general statement. It describes a group of events or conditions or things that are alike in some way. For example, we may make these statements: an armchair has four legs; a camp chair has four legs; a dining chair has four legs. Each of these statements tells a fact about one kind of chair. But after knowing these facts we may make this general statement about chairs: chairs have four legs.

In history you will meet both kinds of statements. Certain ones of these are listed below. Some are general statements; others tell about a single event or condition or thing. Arrange these statements in two groups, putting those that tell about a single event, condition, or thing in the first group and the general statements in the second group.

A Connecticut woodcutter had to pay a tax on wood sold in New York.

A farmer in New Jersey had to pay a tax on vegetables sold in Pennsylvania.

A planter in North Carolina had to pay a tax on goods brought to him through the ports of Virginia.

Under the Articles of Confederation states usually taxed citizens of other states who carried on business within their borders.

Conditions in regard to money were very bad under the Articles of Confederation.

A dollar's worth of paper money might be worth only one cent in coin.

Each state issued paper money as it pleased.

Coins did not have the same value in all the states.

Coins were sometimes chipped.

Pirates seized ships in the Mediterranean Sea.

The new plan provided for three divisions of government.

Small states and large states did not agree in the Constitutional Convention.

Northern and southern states wanted different things in the Constitution.

Courts were established.

Spain did not allow Americans to use the Mississippi River.

Congress was given the right to make laws.

Farming states and trading states did not have the same interests.

Foreign nations showed little respect for the United States between 1781 and 1788.

Britain kept soldiers on American territory.

The Constitution provided for a President.

A Constitution was made only because the states made compromises about matters on which they did not agree.



### SOME THINGS TO DO

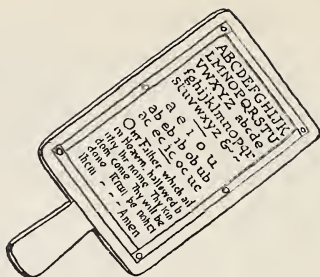
1. Look for pictures which show the signing of the Constitution. Also find pictures of the old State House in Philadelphia, now called Independence Hall.
2. Ask an older person who has seen the Declaration of Independence and the Constitution in the Congressional Library in Washington, D.C. to tell you of his visit there. Learn what has been done with these two great papers since the United States has been at war.
3. Make a group of pictures showing scenes at the Constitutional Convention. Some scenes that you might like are, George Washington acting as president, Benjamin Franklin speaking, two representatives arguing hotly.
4. The opening words of the Constitution, called the preamble, are very famous. You will not understand them fully until you are older, but you may like to hear your teacher read them to you now.

### SOME BOOKS TO READ

The days following the Revolution were as you know a poor time for trade. In *Clearing Weather* Cornelia Meigs has told of a New England shipbuilding village that felt the pinch of the times. Very good readers will like the story and likewise *Leader of Destiny* by Jeanette Eaton. The leader here is George Washington.

If you would like to know more about the making of the Constitution, look in *The Story of Our Constitution* by Eva March Tappan.





## WORD LIST

### TO THE PUPIL

The following list of words contains all that are likely to trouble you — indeed many more than are likely to trouble any one of you, for a great many of them are explained where they are first used in the text. The meanings that are given are those of the words as they are used in the text where you first find them. Most of these words, of course, have other meanings as well, sometimes many other meanings, which are not given here. For these other meanings you should consult a dictionary.

The following key or explanation shows you the meaning of the so-called diacritical (dī'ā-krit'ī-kāl) marks that are used to tell you how to pronounce words:

āte, ārt, āsk, cāre, ām, borāte, totāl, sodā; ēve, rêlent, ênd, levêl, givêr; ice, ill; ôre, ôbey, ôff, fôrm, hôt, cônfirm, nōôn, nōók; ūse, ûnite, tûrn, ūp, discûs; oil; our; ring; riak; bath; bathe.

**Acadia** (á-kā'dī-á), the name given by the French to the region now called Nova Scotia

**admiral** (äd'mī-rāl), the commanding officer of a fleet of ships

**adobe** (á-dō'bě), sun-dried brick used in the southwestern part of North America for building houses

**adopt** (á-dōpt'), take up or choose

**adorn** (á-dōrn'), to ornament or to make more beautiful

**adventurer** (äd-věn'tūr-ēr), a person who carries out bold undertakings

**Aegean Sea** (ē-jē'ān sē), the sea which lies east of Greece

**agony** (äg'ō-nī), very great suffering

**aisle** (īl), a passage between two rows of seats

**Albemarle** [formerly spelled Albermarle] (āl'bē-mārī), the name of one of the earliest settlements in what is now North Carolina

**Algonquin Indians** (äl-gōn'kīn), a tribe of Indians in northeastern North America who were friendly toward the French

**almanac** (ól'mā-nāk), a paper-bound booklet containing a calendar, facts about the sun, moon, and stars, and in the case of *Poor Richard's Almanac* wise sayings of Benjamin Franklin

**amazement** (á-māz'měnt), great surprise

**Amazon River** (ām'á-zōn), a river in South America, the largest in the world

**amen** (ām'ěn'), the word with which a prayer is closed

**American Revolution** (á-mēr'ī-kān rēv'ō-lū'shūn), the war in which the English colonies in America won independence from Great Britain

**andiron** (änd't'ērēn), the iron or brass supports which hold wood in a fireplace

**Anglican Church** (äng'glī-kān), the Established Church of England

**Angola** (äng-gō'lā), Portuguese (territory in) West Africa

**anvil** (än'vīl), the iron block on which a blacksmith hammers hot metal

**apartment** (á-pärt'měnt), a room or a set of rooms in which one lives

**apostle** (á-pōs'tl), one of the twelve men whom Jesus Christ chose to aid him in teaching and preaching

**Arizona** (är'ī-zō'nā), once a Spanish colony, now a state in the southwestern part of the United States

**Arkansas** (är'kān-sō), a state in the south central part of the United States; a river flowing into the Mississippi

**artificial** (är'tī-fīsh'āl), not natural but made by man to look like something which is natural

**astrolabe** (äs'trō-lāb), an instrument by which sailors could find their position while they were at sea

**avail** (á-vāl'), help

**aye** (ī), yes

**Azores** (á-zōrz'), Portuguese islands in the North Atlantic Ocean

**Aztec** (äz'tēk), a member of the tribe of people who ruled Mexico when Cortés conquered it. The Aztecs were more civilized than most of the people who lived in North America at that time.

**backwoods** (bāk'wōōdz'), wild regions or forests

**backwoodsman** (bāk'wōōdz'mān), a man who lives in the forest

**Bahama Islands** (bā-hā'mā), an island group northeast of Cuba and east of Florida

- Balboa** (bāl-bō'á), the Spanish explorer who discovered the Pacific Ocean
- Baltimore, Lord** (bôl'tī-mōr), the first Lord Baltimore was George Calvert; the second, his son, Cecil Calvert. They were proprietors of the Maryland colony.
- Barcelona** (bār'sē-lō'nā), a city in northeastern Spain where the king and queen had their court when Columbus returned from his first voyage
- Bay of Fundy** (fūn'dī), the narrow strip of water which separates most of Nova Scotia from the mainland
- bayonet** (bā'ō-nēt), a sharp-pointed weapon fastened to the end of a gun
- Belleisle Strait** (bēl'īl' strāt), the narrow body of water which separates Labrador and Newfoundland
- berth** (bārth), a place to sleep
- Bimini** (bīm'ī-nī), the island near Florida which was said to contain a spring whose waters would restore youth to those who drank of them
- bleak** (blēk), bare
- bloodhound** (blūd'hound'), a kind of dog that has a keen sense of smell
- Bristol** (brīs'tūl), an English city
- broadside** (brōd'sīd'), the firing at one time of all the guns on one side of a ship
- brotherhood** (brūth'ēr-hōōd), a group of men joined together by the same interests and ideas
- buckskin** (būk'skīn'), the tanned skin of a deer
- Burgesses, House of** (būr'jēs-ēz), the lawmaking body of Virginia during colonial times
- Burgoyne, John** (būr-goin'), a British general in the Revolutionary War
- burial** (bēr'ī-āl), the covering of a dead body in the earth or the placing of the body in a tomb
- bustle** (būs'l), noisy hurry
- cabinet** (kāb'ī-nēt), a piece of furniture having shelves
- Cabot, John** (kāb'ūt), an Italian who explored the Atlantic coast of North America for Great Britain
- Cabot, Sebastian** (sē-bās'chān), the son of John Cabot, who was with his father on trips to North America
- Cabrillo, Juan Rodriguez** (kāb-rēl'yō, hwān rō-drē'guāth), the name by which a Portuguese sailor who discovered San Diego Bay is known
- calico** (kāl'ī-kō), a cotton cloth
- Calicut** (kāl'ī-kūt), a city on the southwestern coast of India
- Canary Islands** (kā-nār'ī), a group of islands off the northwest coast of Africa
- Cape Breton Island** (kāp brēt'ūn), an island lying at the mouth of the Gulf of St. Lawrence
- Cape of Good Hope** (kāp ōv gōōd hōp), the point of land at the south end of Africa
- Cape Verde Islands** (kāp vūrd), a group of Portuguese islands in the Atlantic Ocean
- capital** (kāp'ī-tāl), the city which forms the seat of government of a state or country
- Cartier, Jacques** (kār'tyā', zhāk), one of the early French explorers
- ceremony** (sēr'ē-mō'nī), a special set of acts to be carried out on a certain occasion
- Champlain, Samuel de** (shām'plān', dē), a Frenchman who explored the region along the St. Lawrence River and the Great Lakes and who founded Quebec

**charcoal** (chär'köl'), partly burned wood which has been prepared in such a way that it makes fuel

**charger** (chär'jēr), a large pewter platter, used in colonial times

**Charleston** (chärلز'tūn), a city in South Carolina

**Chesapeake Bay** (chēs'á-pēk), a large bay on the Atlantic coast of North America

**choir** (kwīr), a group of singers

**Christianity** (krīs'chī-ăn'ī-tī), the religion taught by Christ and the people who followed him

**churn** (chūrn), to beat cream in order to cause butter to form; the vessel in which cream is thus beaten

**Cibola, Seven Cities of** (sē'bó-lā), the cities, supposed to be of gold, of which the Indians had told the Spaniards

**city-state** (sīt'ī-stāt'), in Greece and Italy a city and the region around it, both of which were ruled by one government

**Ciudad Trujillo** (syōō-thālh' trōō-hēl'yō), the modern name for the capital of the Dominican Republic; this city was once called Santo Domingo

**civilize** (siv'ī-līz), to bring out of a savage condition by finding new and better ways to live

**claim** (klām), something which is demanded as one's own; a right or title

**clanking** (klānk'īng), rattling

**coffeehouse** (kōf'ī-hous'), a place where people met to talk, eat, and drink together

**colonial** (kō-lō'nī-āl), referring to a colony

**colonist** (kōl'ō-nīst), a person who lives in a colony

**colony** (kōl'ō-nī), a settlement or place of settlement in a new country

**Columbus, Christopher** (kō-lūm'būs, krīs'tō-fēr), the man who is credited with discovering America

**commander in chief** (kō-mán'dēr īn chēf), a general who commands a whole army

**common room** (kōm'ūn), the chief room in a colonial tavern where men drank, travelers warmed themselves before the fire, and everyone talked over the news of the day

**company** (kūm'pā-nī), a body of people who have joined together to carry out some undertaking; in colonial times a body of people who joined together to establish colonies and carry on trade

**compass** (kūm'pās), an instrument with a needle which always points to the north

**compromise** (kōm'prō-mīz), a settlement of a quarrel or dispute, which is made by each side giving up part of what it wants

**comrade** (kōm'rād), a friend who shares in some undertaking

**Connecticut** (kō-nēt'ī-kūt), a colony on the Atlantic coast, now a state in the United States

**constitution** (kōn'stī-tū'shūn), the principles of government by which the citizens of a country agree to live

**Continental Congress** (kōn'tī-nēn'tāl kōn'grēs), the body of men who were elected by the thirteen colonies to manage their affairs during the Revolutionary War

**convention** (kōn-vēn'shūn), a meeting called for a special purpose

**cooper** (kōōp'ēr), a man who makes barrels



**cornhusking** (körn'hüs'king), a gathering at which everyone worked at removing the husks or outer coverings from ears of corn. Such a gathering usually ended with a supper and a dance.

**Cornwallis, Charles** (körn-wöl'is), the British general who surrendered at Yorktown

**Coronado, Francisco de** (kō'rō-nā'thō, frān-sis'kō dā), a Spanish explorer who searched for cities of gold

**Cortés, Hernando** (kōr'tēs, ěr'nān'dō), a Spanish explorer who conquered the Aztecs of Mexico

**council** (koun'sil), a body of men chosen to direct the affairs of a colony, city, town, or other organized group

**courtyard** (kōrt'yārd'), an open space in the center of a building or group of houses

**cowherd** (kou'hūrd), a person who drives cows to and from pasture and watches them while they graze

**cowhide** (kou'hid'), leather made from the hide of a cow

**Crusader** (krō-sād'ēr), a Christian who went on a trip to the Holy Land for the purpose of capturing it from the Turks

**deacon** (dē'kūn), an officer of the church

**debtor** (dēt'ēr), a person who owes money to another

**Declaration of Independence** (dēk'lā-rā'shūn), the statement issued by the American colonies in which they declared themselves to be free, or independent, of the rule of Great Britain

**Delaware** (dēl'ā-wār), the name of a colony along the Atlantic coast;

now of a state in the United States; a river flowing into the Atlantic Ocean; a bay at the mouth of this river

**Delaware, Lord**, the first governor of the Jamestown colony

**departure** (dē-pār'tūr), the act of going away or taking one's leave

**desertion** (dē-zūr'shūn), the act of running away

**De Soto, Hernando** (dē sō'tō, ěr-nān'dō), the Spanish explorer who discovered the Mississippi River

**diary** (dī'ā-ri), a record written from day to day in which a person tells what he has done or thought

**Dias, Bartholomeu** (dē'ās, bār-thōl'ō-mū), a Portuguese explorer who was the first man to sail around the southern tip of Africa

**director-general** (dī-rēk'tēr-jēn'ēr-āl), the officer who governed New Amsterdam for the Dutch West India Company

**disappointment** (dīs'ā-point'mēt), the feeling one has when one has been disappointed, that is, has not had what one wished or hoped for

**discourage** (dīs-kūr'ij), to take away hope

**discovery** (dīs-kūv'ēr-i), finding or making known for the first time

**ditty** (dit'ī), song; short poem to be sung

**dock** (dōk), a place where a boat or ship may be tied up to load and unload

**Dominican Republic** (dō-mīn'ī-kān rē-pūb'lik), a republic comprising the east part of the island of Hispaniola

**dormer window** (dōr'mēr), a window set into a sloping roof

**downstream** (doun'strēm'), in the

direction in which a stream is flowing  
**drape** (drāp), to cover with cloth which hangs in loose folds  
**drench** (drēnch), to wet through and through  
**dripping pan** (drīp'ing), a pan used to catch the fat which drips from meat that is being fried or broiled  
**dummy** (dūm'y), a figure of a person  
**Easter** (ēs'tēr), a church holiday which celebrates the day on which Christ rose from the dead  
**Eastward Ho** (ēs'twērd), the name of an English play popular in the seventeenth century  
**eatable** (ēt'ā-b'l), food  
**educated** (ēd'ū-kā'tēd), having an education  
**eighteenth century** (ā'tēnth' sēn'-chū-rī), the years from 1701 to 1800  
**El Dorado, the Gilded Man** (əl dō-rā'dō), according to an old tale, an Indian chief in South America who each day was dusted with fine gold  
**embroider** (ēm-broī'dēr), to adorn with fancy stitches  
**Endicott, John** (ēn'dī-kōt), a leader of the Puritans in Massachusetts  
**Episcopal Church** (ē-pls'kō-pāl), a Protestant church in America having much the same beliefs as those held by the Established Church of England  
**Ericsson, Leif** (ēr'lk-sūn, lif), a Northman, thought to have been the first white man to reach America  
**Española** (ēs'pā-nyō'lā), the Spanish name given to the island now called Hispaniola  
**Estevan** (ās-tā-vān'), a Negro who

was killed while seeking the Seven Cities of Cibola  
**experiment** (ēks-pēr'ī-mēnt), a trial made in order to find out something not yet known  
**explore** (ēks-plōr'), to travel in little known lands in order to discover new facts about them  
**exploration** (ēks'plō-rā'shūn), the act of exploring or traveling in little known lands to discover new facts  
**explorer** (ēks-plōr'ēr), a person who explores  
**Ferdinand, king of Spain** (fūr'dī-nānd), the king of Spain at the time when America was discovered  
**ferry** (fēr'l), a boat which carries people or goods back and forth across a narrow strip of water  
**fettered** (fēt'ērd), bound  
**feudalism** (fū'dāl-iz'm), a plan of living, followed during the Middle Ages, by which men gave service to their lord in return for protection and the use of his land  
**fiber** (fī'bēr), a threadlike piece of anything  
**fifteenth century** (fif'tēnth'), the years from 1401 to 1500  
**flagship** (flāg'shīp'), the ship of the commanding officer of a fleet  
**flax** (flāks), a plant from whose stems linen thread is made  
**flax beating** (bēt'ing), a gathering at which the bark and center of the stem were removed to leave the fibers of the flax. A flax beating ended with a merrymaking.  
**flicker** (flīk'ēr), an unsteady light  
**finch** (fīnch), to shrink or draw back from danger  
**Florence** (flōr'ēns), once one of the rich city-states of Italy; now a modern Italian city

**flung** (flŭng), thrown  
**forge** (fŏrj), a place where metal can be heated and shaped  
**four-poster** (fŏr'pŏs'tēr), a bed having a tall post at each corner  
**fourteenth century** (fŏr'tēnth'), the years from 1301 to 1400  
**framework** (frām'wŭrk'), a support  
**Franciscan** (frān-sīs'kān), belonging or relating to the brotherhood founded by St. Francis of Assisi  
**freedom** (frē'dŭm), state of being free; independence  
**freeman** (frē'mān), a freeborn citizen  
**friar** (fri'ēr), a man who belonged to a religious group and who gave up everything else for religion  
**fringed** (frīnjd), having a fringe, that is, a border of threads or narrow cut strips of material  
**Fundy, Bay of**, *see* Bay of Fundy  
**gable** (gā'b'l), the end where two sloping roofs meet in a ridge, together with the three-cornered piece of wall that it covers  
**Gama, Vasco da** (gā'mā, vās'kō dā), the Portuguese sea captain who discovered the water route to India  
**Genoa** (jēn'ō-ā), once one of the Italian city-states; now a modern city called Genova  
**Gilbert, Sir Humphrey** (gil'bērt, hŭm'fīr), an Englishman who tried to establish colonies in America  
**gilt** (gilt), material with which a surface is covered to make it look like gold  
**girdle** (gŭr'd'l), a belt fastened around the waist  
**gleam** (glēm), small flash of light  
**gnawing** (nŏ'ing), biting  
**Golden Hind** (gŏl'dēn hīnd), Francis Drake's ship which sailed round the world

**Good Speed** (gŏod spēd), one of the three ships in which the first colonists came to Jamestown  
**govern** (gŭv'ērŋ), to direct, control, or rule  
**government** (gŭv'ērŋ-mēnt), body of persons who govern or control a state or country  
**governor** (gŭv'ēr-nēr), one who governs or rules, the head of a colony or state  
**Grand Canyon of the Colorado** (kān'yŭn, kŏl'ŏ-rā'dŏ), a narrow valley through which the Colorado River flows. The valley with its high, steep sides is famous for its great beauty.  
**gratitude** (grāt'ŭ-tŭd), thankfulness  
**Greece** (grēs), a country in south-eastern Europe  
**greeting** (grēt'ing), words used when addressing a person. "Good morning" is a greeting.  
**gridiron** (grīd'ī'ērŋ), an iron utensil upon which meat can be cooked over the coals  
**habitant** (hāb'ŭ-tānt), under the plan practiced by the French in Canada, the person who by paying a small rent had the right to grow crops on the land of the seigneur  
**Haiti, Republic of** (hā'tl), the name of the republic which makes up the western half of the island of Hispaniola.  
**hamper** (hām'pēr), hinder  
**Hartford** (hārt'fērd), a city in Connecticut  
**Harvard College** (hār'vērd), the first college to be established in the English colonies  
**harvest festival** (hār'vēst fēs'tī-vāl), a merrymaking held to celebrate gathering of crops in the fall

**headstrong** (hěd'strông), fond of having one's own way  
**headwaters** (hěd'wô'têrz), the upper part of a river  
**heedless** (hěd'lēs), careless  
**helmet** (hěl'mět), a covering of metal worn to protect the head  
**hemp** (hěmp), a plant the fibers from whose stems are made into rope, string, and coarse cloth  
**Henry the Navigator, Prince** (hěn'ri), a Portuguese prince who did much to extend men's knowledge of sailing  
**hereafter** (hēr-ăf'tēr), in the future  
**Hispaniola** (hīs'pân-yô'lă), official name of the island of Haiti  
**hogshhead** (högz'hěd), a very large barrel  
**homespun** (hôm'spŭn'), cloth woven from thread which was spun at home  
**Hooker, Thomas** (hōök'ēr), the Puritan who led a band of settlers into Connecticut  
**hornbook** (hörn'bōök'), a small board upon which was fastened a sheet of paper that had on it the alphabet and other printed matter, the whole protected by a sheet of horn  
**hostess** (hōs'tēs), a woman who entertains another person as her guest  
**Howe, Richard** (hou), a commander of a British fleet  
**Howe, William**, a British general  
**huddle** (hŭd'l), to crowd closely together  
**Huron** (hŭ'rôn), the name of one of the Great Lakes; a tribe of Indians living near this lake  
**Hutchinson, Anne** (hŭch'ŭn-sŭn), one of the founders of Rhode Island  
**hymn** (hĭm), a song which praises God

**iceberg** (is'bûrg'), a great body of ice floating in the sea  
**imaginary** (i-măj'ĭ-nēr'ĭ), not real  
**Inca** (ĭn'kă), the ruler of the Indians of Peru whom Pizarro conquered  
**indentured** (ĭn-děn'tŭrd), bound to serve for a period of years  
**independence** (ĭn'dě-pěn'děns), the right to manage one's own affairs; freedom from the control of others  
**Indies** (ĭn'dĭz), a name given to the islands discovered by Columbus, now called West Indies  
**indigo** (ĭn'dĭ-gō), a plant from which blue dye is made  
**inhabitant** (ĭn-hăb'ĭ-tănt), one who lives in a place  
**innkeeper** (ĭn'kēp'ēr), a person who keeps an inn or hotel  
**interruption** (ĭn'tē-rŭp'shŭn), a breaking in upon or bringing to a stop that which is taking place  
**inventor** (ĭn-věn'tēr), a person who invents or makes something new  
**Iroquois** (ĭr'ō-kwoi), a powerful group of Indians who once lived in the northeastern part of what is now the United States  
**irrigate** (ĭr'ĭ-găt), to water dry land  
**Isabella, queen of Spain** (ĭz'ă-běl'ă), the queen of Spain at the time that America was discovered  
**issue** (ĭsh'ŭ), send out  
**Jamaica** (jă-mă'kă), an island in the West Indies  
**Jesuit** (jěz'ŭ-ĭt), a member of a religious brotherhood  
**Jesus Christ** (jěz'zŭs krĭst), the founder of the Christian religion  
**Joliet, Louis** (zhô'lyă', lô'ō'ē'), a French explorer  
**Kaskaskia** (kăs-kăs'kĭ-ă), a settlement and fort in Illinois  
**King's Highway** (hĭ'wă'), the English



- name of a road made by the Spanish to connect the missions of California
- Kino, Eusebio Francisco** (kē'nō, ā-ōō-sā'bē-ō frān-sēs'kō), a Spanish priest who served in the southwestern part of North America
- knocker** (nōk'ēr), a hinged piece of metal fastened on a door, to be used in knocking
- Kublai Khan** (kōō'blī khān'), a title meaning Great Emperor
- Labrador** (lāb'rā-dōr'), a region in the northeastern part of North America
- lance** (lāns), a spear
- La Salle, René Robert de** (lā sāl', rē-nā' rō'bār' dē), a French explorer who reached the mouth of the Mississippi River
- Latin Grammar School** (lāt'in), the school in the Massachusetts colony in which a boy prepared for college
- lecture** (lēk'chūr), a speech
- Leeward Islands** (lē'wērd), a group of islands in the West Indies
- legislature** (lēj'is-lā'tūr), a lawmaking body
- León, Juan Ponce de**, *see* **Ponce de León**
- Leyden** (lē'dēn), a town in Holland where Separatists from England lived for a time
- lieutenant governor** (lē-tēn'ānt gūv'-ēr-nēr), the officer next below the governor in rank
- litter** (lit'ēr), a framework which holds a couch on which a person can be carried
- llama** (lā'mā; lyā'mā), a South American animal sometimes used for carrying burdens
- loom** (lōōm), a frame which holds the thread for weaving cloth
- Louisiana** (lōō-ē'zī-ān'ā), a name given by the French to a large region in the Mississippi valley; now one of the Southern States in the United States
- loyal** (loi'āl), faithful
- loyalist** (loi'āl-ist), a colonist who during the Revolutionary War favored the British
- Madeira Island** (mā-dē'rā; mā-dā'rā), an island in the north Atlantic belonging to Portugal
- madness** (mād'nēs), the state of being out of one's mind
- Magellan, Ferdinand** (mā-jēl'ān), the Portuguese sea captain who commanded the Spanish fleet of which one ship made the first voyage round the world
- mahogany** (mā-hōg'ā-nī), a valuable wood used for making furniture
- Marcos de Nizza**, *see* **Nizza, Marcos de**
- market place** (mār'kēt plās), an open space in a city, where goods are sold
- Marquette, Jacques** (mār-kēt', zhāk), a Jesuit priest who with the explorer Joliet traveled far down the Mississippi
- marten** (mār'tēn), a fur-bearing animal
- Martinique** (mār'tī-nēk'), an island in the West Indies
- mason** (mā's'n), a person who builds with stone
- Massachusetts** (mās'ā-chōō'sēts), a colony founded by Puritans and Separatists; now a state in the United States
- Massasoit** (mās'ā-soit'), an Indian chief who lived near the settlers at Plymouth
- massy** (mās'y), heavy
- Matthew** (māth'ū), the ship on which John Cabot made his first voyage to America

**Mayflower Compact** (mā'flou'ēr), the agreement made by the Pilgrims while they were still on board the *Mayflower*, by which they decided to choose their own officers and make their own laws

**Mediterranean Sea** (mēd'ī-tē-rā'nē-ān), a sea lying south of Europe

**Menéndez de Avilés** (mā-nēn'dāth dā ā'vē-lās'), the founder of St. Augustine, Florida

**Milan** (mī-lān'), once an Italian city-state; now a modern Italian city

**mink** (mīnk), a fur-bearing animal  
**minuet** (mīn'ū-ēt'), a dance that was popular during colonial days

**Minuit, Peter** (mīn'ū-īt), first director-general of New Amsterdam

**mission** (mīsh'ūn), a tract of land owned by the Roman Catholic Church, upon which Christian Indians lived, worked, and worshiped under the direction of a priest or friar

**Mission of San Carlos de Monterey** (sān kār'lōs dā mōn'tē-rā'), one of the early missions founded by the Spaniards in California

**Mona Lisa** (mō'nā lē'zā), the name of a famous picture painted by Leonardo da Vinci

**monastery** (mōn'ās-tēr'ī), a building where monks live

**monk** (mūnk), a man who joins one of the Christian brotherhoods and spends his life in Christian service, usually in a monastery

**Montcalm, Marquis de** (mōnt'kām', mār'kē' dē), the general who led the French against the English at the Battle of Quebec

**Monterey Bay** (mōn'tē-rā'), a bay on the coast of California

**Montezuma** (mōn'tē-zōō'mā), the ruler of the Aztecs, who was captured by Cortés

**Montreal** (mōnt'rē-ōl'), a city in Canada

**moose** (mōōs), a large animal of the deer family

**mosquito** (mūs-kē'tō), a small insect

**Mozambique** (mō'zām-bēk'), a Portuguese colony in southeast Africa, also called Portuguese East Africa

**museum** (mū-zē'ūm), a place where objects of interest are collected and kept

**Narragansett Bay** (nār'ā-gān'sēt), a bay along the coast of Rhode Island

**navigator** (nāv'ī-gā'tēr), a person who knows how to steer a ship and sail the seas

**Netherlands** (nēth'ēr-lāndz), another name for Holland

**nevertheless** (nēv'ēr-thē-lēs'), however

**New Amsterdam** (ām'stēr-dām), the name that the Dutch gave to the city now called New York

**New England Primer** (prīm'ēr), a small book from which children learned to read in colonial schools

**Newfoundland** (nū'fūnd-lānd'), a large island off the northeastern coast of North America

**New Netherland** (nēth'ēr-lānd), the name given by the Dutch to the colony later called New York

**New Orleans** (ōr'lē-ānz), an early French settlement; now a large city in Louisiana

**Newport, Christopher** (nū'pōrt), the sea captain who brought the first colonists to Jamestown

**Nicolls, Colonel Richard** [formerly spelled Nicholls] (nīk'ūl), the Eng-

- lish commander to whom Stuyvesant surrendered New Amsterdam
- Niña** (nē'nyä), one of the ships in Columbus's small fleet
- Nizza, Marcos de** (nē'sä, mār'kôs dă), a member of Coronado's exploring party
- nobleman** (nō'b'l-măn), a man of noble birth or high rank
- Oglethorpe, James** (ō'g'l-thôrp), the founder of Georgia
- Oñate, Juan de** [formerly spelled de Oñante] (dă ōn-yä'tă, hwăn), a Spaniard who led the first settlers into New Mexico
- Ontario** (ōn-tār'ī-ō), one of the Great Lakes
- Orellana, Francisco** (ō'rēl-yä'nă), a Spaniard who explored in South America
- Orthodox Church** (ōr'thō-dōks), the chief Christian Church in eastern Europe, Asia, and Egypt; also called Greek Catholic Church
- outlaw** (out'lō'), a person who, because he has broken a law, no longer has a right to be protected by law
- overboard** (ō'vēr-bôrd'), from on board a ship into the water
- overflow** (ō'vēr-flō'), flood
- Oxford University** (ōks'fôrd), an old and well-known English university
- Palos** (pāl'ōs), the city in Spain from which Columbus sailed on his first voyage
- Panama** (păn'ă-mă'), the narrow neck of land which once connected North and South America
- panel** (păn'ēl), a strip set into a surface
- Parliament** (pār'l't-mēnt), the law-making body of England
- Patagonia** (păt'ă-gō'nī-ă), a region at the extreme south of South America
- patchwork** (păch'wûrk'), pieces of bright-colored cloth sewed together
- patroon** (pă-trōōn'), a Dutch landholder in New Netherland
- peel** (pēl), a long-handled shovel used to remove food from a brick oven; sometimes called a slice
- peg** (pēg), as used here, a peg leg, that is, a piece of wood which is strapped to the upper part of the leg so that it takes the place of the lower leg, which is gone
- Pelican** (pēl'ī-kăn), the name of the ship in which Francis Drake left England on the voyage that finally took him round the world; later named the *Golden Hind*
- Persian Gulf** (pûr'zhăn), a narrow body of water which separates Persia and Arabia
- Peru** (pē-rōō'), a country in South America
- pew** (pū), a bench used in church
- pewter** (pū'tēr), a material made of a mixture of lead and tin, used for making dishes and other articles
- Philadelphia** (fil'ă-dēl'fī-ă), a city in Pennsylvania
- Philippine Islands** (fil'ī-pēn), a group of islands in the Pacific Ocean
- Pilgrim** (pil'grīm), one of the English settlers who founded the Plymouth colony in Massachusetts
- Pinta** (pīn'tă), one of the ships in Columbus's small fleet
- pirate** (pī'rit), a sea robber
- Pizarro, Francisco** (pī-zăr'rō), the Spanish explorer who conquered Peru
- plantation** (plăn-tă'shûn), a very large farm
- planter** (plăn'tēr), a man who owns a plantation
- platform** (plăt'fôrm'), a flat surface

built above the level of the surrounding floor or ground  
**platter** (plăt'ēr), a flat dish which is usually longer than it is wide  
**plumed hat** (plōōmd), a hat with a plume or feather on it  
**Plymouth Company** (plīm'ŭth), the company which sent the Pilgrims to America  
**Pocahontas** (pō'ká-hōn'tás), an Indian girl who married John Rolfe  
**political** (pō-lít'ī-kāl), having to do with affairs of government  
**Polo, Marco** (pō'lō, mār'kō), a citizen of Venice who traveled to the far eastern part of Asia during the thirteenth century  
**Ponce de León, Juan** (pōn'thá dā lá-ōn'), a Spaniard who discovered Florida  
**porridge** (pōr'ij), a soft food made of cereal  
**porringer** (pōr'in-jēr), a small bowl or cup from which such soft foods as porridge are eaten  
**Portolá, Gaspar de** (pōr-tō'lá, gäs'pär dā), a Spaniard who commanded the exploring party which made the first settlement at Monterey Bay in California  
**Portsmouth** (pōrts'mŭth), a settlement made by Anne Hutchinson and a party of her friends  
**Portugal** (pōr'tŭ-gāl), a small country in southwestern Europe  
**Portuguese** (pōr'tŭ-gēz), belonging or referring to Portugal  
**Potomac River** (pō-tō'mák), a river in Virginia  
**Powhatan** (pou'há-tán'), the title of an Indian chief who lived near the Jamestown colony  
**prairie** (prâr'ī), a large area of level, grass-covered land

**prancing** (prán'sfng), moving gaily and proudly  
**Presbyterian** (prēz'bi-tēr'i-ăn), the name of a Protestant church  
**procession** (prō-sēs'h'ŭn), a line of marching people  
**proprietor** (prō-prī'ē-tēr), a person who owns and has charge of an undertaking  
**prose** (prōz), written language not arranged in verse  
**protest** (prō-tēs't), object  
**Protestant** (prōt'ēs-tănt), referring to any branch of the Christian Church other than the Roman or Greek Catholic  
**Providence** (prōv'ī-dēns), an early colonial settlement; now a city in Rhode Island  
**Providence Plantations** (plăn-tă'shŭnz), an early name for the settlements that later became the colony of Rhode Island  
**psalm** (sām), a sacred song or poem  
**pueblo** (pwēb'lō), a great house of several stories and many rooms in which all the people of an Indian village may live. Such houses are used by certain Indians in the southwestern part of North America today.  
**Puerto Rico** (pwēr'tō rē'kō) an island in the West Indies  
**pulpit** (pōōl'pīt), the desk, usually on a raised platform, behind which a preacher stands to preach  
**purify** (pŭ'rī-fi), to make pure, that is, to remove everything which does not belong  
**Puritan** (pŭ'rī-tăn), a member of a group of Protestants who wanted to change many of the forms of worship in their church  
**Quaker** (kwāk'ēr), the nickname



given to members of the Society of Friends, a religious body  
**Quebec** (kwě-běk'), a city in Canada  
**Quivira** (kě-vě'rā), a city, supposed to contain great riches, of which the Indians told Coronado  
**raccoon skin** (ră-kōōn' skīn), the skin of a small gray animal which lives in the forests of America  
**Raleigh, Sir Walter** (rō'li), an Englishman who tried to settle colonies in America  
**ratify** (răt'ī-fi), approve  
**rebellion** (rě-bě'l'yūn), a fight against the government  
**remonstrance** (rě-mōn'strāns), protest  
**repeal** (rě-pēl'), to withdraw  
**resistance** (rě-zis'tāns), opposing force  
**Revolutionary War** (rěv'ō-lū'shūn-ēr'ī), the war fought by the English colonies in America by which they won their independence from Great Britain  
**right** (rit), that which is true or just; that to which one has a claim  
**Roanoke Island** (rō'ā-nōk'), an island along the Virginia coast upon which Sir Walter Raleigh tried to settle colonies  
**Rolfe, John** (rōlf), a Virginia colonist. The Indians taught him how to grow tobacco.  
**root house** (rōōt hous), a cave dug in the earth and walled up where vegetables may be stored  
**roused** (rouzd), awakened, stirred up  
**route** (rōōt), course, way, line of march or travel  
**ruff** (rūf), a stiffly starched ruffle sometimes worn around the neck by men and women during the sixteenth century

**rum** (rūm), a strong drink  
**Sabbath** (săb'ăth), a day of rest and worship. The Puritans kept the Sabbath from sunset on Saturday until sunset on Sunday.  
**St. Augustine** (sânt ô'gūs-tēn), the oldest city in the United States, founded by the Spaniards  
**St. Ignace** (sânt Ig'nās), a French settlement where Father Marquette preached  
**St. Lawrence River** (sânt lô'rēns), a large river flowing into the north Atlantic Ocean  
**Salem** (să'lēm), a settlement in Massachusetts; now a city in that state  
**salute** (să-lūt'), an honor paid by raising the hand to the head or by firing guns  
**Samoset** (săm'ō-sēt), an Indian who was friendly toward the Pilgrims  
**sampler** (săm'plēr), a piece of needlework which showed many kinds of stitches  
**sandal** (săn'dăl), a foot covering  
**San Diego Bay** (săn dē-ă'gō), a bay on the coast of California  
**San Salvador** (săn sāl'vā-dōr'), the name given by Columbus to the island where he first landed  
**Santa Fe** (săn'tā fā), an early Spanish settlement; now a city in New Mexico  
**Santa Maria** (săn'tā mă-rē'ā), one of the ships in Columbus's fleet  
**Santo Domingo** (săn'tō dô-mīn'gō), former name of the city now called Ciudad Trujillo, founded by settlers who came on Columbus's second voyage  
**San Xavier del Bac** (săn zăv'ī-ēr dēl bāk), a mission founded by the Spanish in Arizona

- sassafras** (sās'ā-frās), a tree the bark of whose roots is used for making a tea which is drunk as a medicine
- sauerkraut** (sour'krout'), finely cut cabbage that has been allowed to ferment in brine
- Savannah** (sā-văn'ā), a city in Georgia
- Schuylkill River** (skōol'kil), a river in Pennsylvania
- Scotland** (skōt'lând), a country north of England
- scramble** (skrām'b'l), to hurry by climbing and crawling
- Scrooby** (skrōō'bī), a town in England
- sculptor** (skūlp'tēr), a person who molds and models figures or cuts them from a hard material
- sculpture** (skūlp'tūr), the art of molding, modeling, or carving figures; the finished figures made by a sculptor
- scurvy** (skūr'vī), a disease caused by a lack of green vegetables
- seaman** (sē'măn), a sailor
- seigneur** (sēn'yūr'), under the plan of landholding practiced by the French in Canada, the man who owned a large area of land
- Separatist** (sēp'ā-rā'tist), a member of a group of Protestants who wanted to separate entirely from the Protestant church
- sermon** (sēr'mŭn), a talk about religious matters made by a minister in his church
- Serra, Junípero** (sēr'rā, hōō-nē'pā-rō), the Franciscan friar who did much to establish the Spanish missions in California
- session** (sēsh'ŭn), a sitting or meeting
- settle** (sēt'l), a high-backed wooden bench often found in colonial kitchens
- settlement** (sēt'l-mēnt), a group of buildings and the people living in them in a new part of the country
- settler** (sēt'lēr), colonist; one who settles in a new place
- sheer** (shēr), complete
- shutter** (shūt'ēr), a covering hinged on the outside of a window so that it may be closed over the window
- sift** (sift), to separate larger from smaller pieces by shaking the latter through some utensil that has holes in it
- signal** (sīg'nāl), a sign
- sixteenth century** (sīks'tēnth'), the years from 1501 to 1600
- skillet** (skil'ēt), a utensil in which food is fried
- sleet** (slēt), frozen rain or snow
- slice** (slis), a long-handled shovel used to remove food from a brick oven; sometimes called a peel
- smallpox** (smōl'pōks'), a serious disease
- snuffbox** (snūf'bōks'), container for snuff, or finely powdered tobacco
- Spaniard** (spăn'yērd), a citizen of Spain
- spinet** (spīn'ēt), a musical instrument which had a keyboard a little like that of a piano
- spire** (spīr), the top part of a tower which narrows to a point
- spun** (spŭn), the past form of spin, which means to make thread from fibers
- Squanto** (skwōn'tō), an Indian who was friendly to the Pilgrims
- square-rigged** (skwār'rigd'), having the largest sails set square across the masts

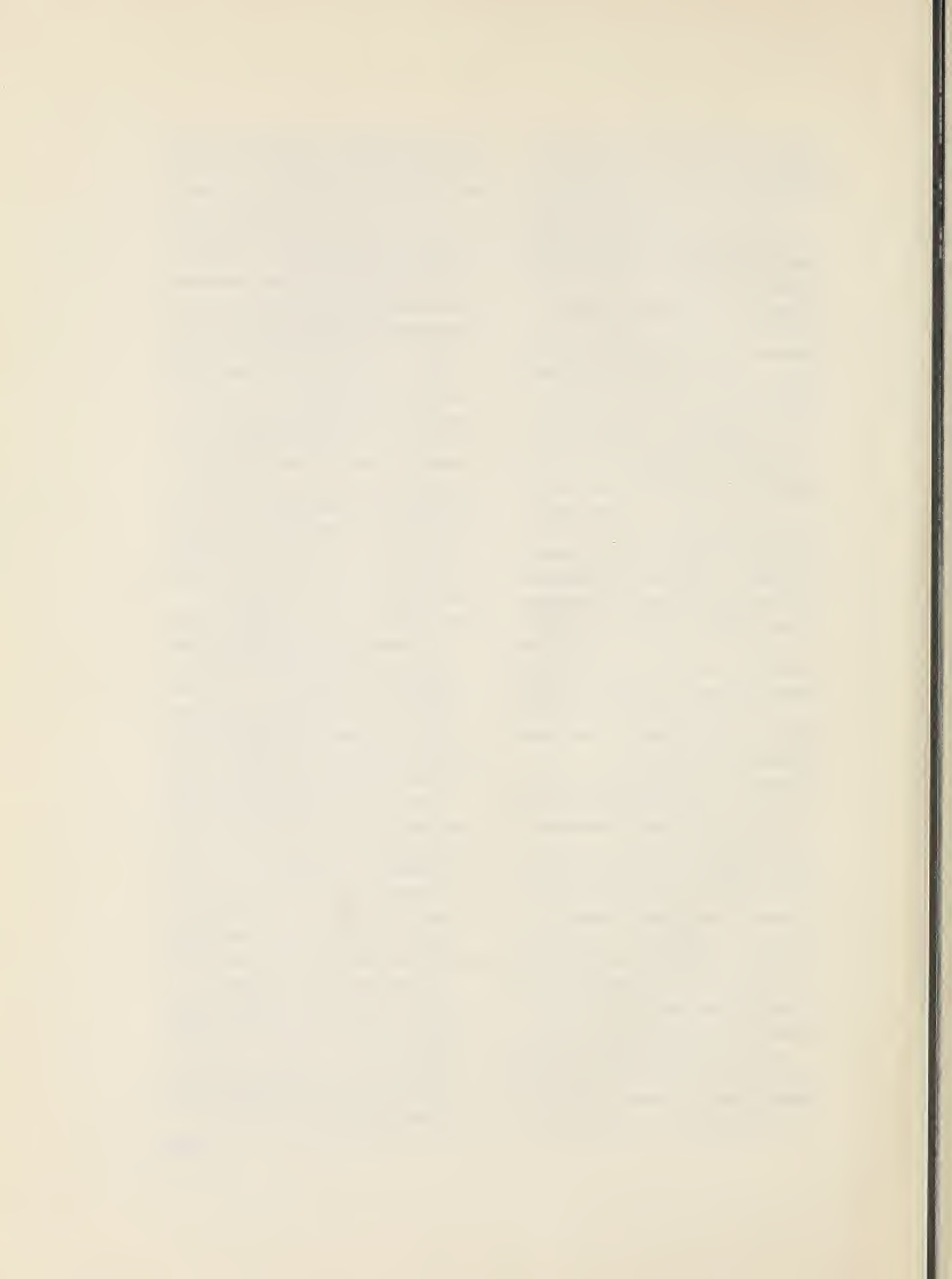
**squaw** (skwô), an Indian woman  
**Standish, Miles** (stănd'îsh, mîlz),  
 soldier who came to America with  
 the Pilgrims  
**stowaway** (stô'ă-wă'), a person who  
 hides on a ship to get a free ride  
**Stuyvesant, Peter** (stî'vê-sănt), the  
 last director-general sent by the  
 Dutch West India Company to  
 rule New Netherland  
**suffering** (sŭf'ēr-ing), pain  
**surrender** (sŭ-rên'dēr), to give up,  
 to yield, to lay down arms  
**survey** (sēr-vă'), to measure care-  
 fully and mark boundary lines of  
 land  
**surveyor** (sēr-vă'ēr), a man who  
 establishes the boundary lines of  
 land  
**Susan Constant** (sŭ'zăn kôn'stănt),  
 one of the three ships in which the  
 first settlers came to Jamestown  
**swamp** (swŏmp), low, wet land  
**Swede** (swēd), a citizen of Sweden  
**Swedish** (swēd'îsh), belonging or  
 referring to Sweden  
**syllable** (sîl'ă-b'l), a part of a word  
**tablet** (tăb'lēt), a small flat surface  
 upon which a message can be  
 carved or cut  
**tavern** (tăv'ēr), a public house which  
 sold liquor and which provided  
 rooms and meals for travelers  
**tavern keeper** (kēp'ēr), a person who  
 runs a tavern  
**tax** (tăks), charge made by a govern-  
 ment on property or income to help  
 pay expenses of government  
**telescope** (têl'ê-skôp), an instrument  
 which makes it possible to see more  
 clearly far-distant objects, such  
 as the stars  
**territory** (têr'î-tô'rî), a region or dis-  
 trict; a part of the country where

there are not yet enough people to  
 form a state  
**threat** (thrēt), a sign or statement  
 of possible danger  
**thrifty** (thrîf'tî), saving  
**tithingman** (tîl'h'îng-măn'), the officer  
 of the Puritan church who took up  
 the offering, made the boys behave,  
 and performed various other duties  
**toasting fork** (tôst'îng fôrk), a long-  
 handled fork with which bread  
 was held over the coals for toasting  
**toll** (tôl), to ring slowly. A bell  
 is tolled to honor a dead person.  
**tomahawk** (tôm'ă-hôk), a weapon  
 somewhat like an ax, used by an  
 Indian  
**Tonty, Henry de** (tôn'tê, ăn'rê dă), a  
 follower of La Salle when he  
 explored the Mississippi valley  
**town meeting** (toun), meeting of the  
 voters of a town to carry on public  
 business  
**trade** (trăd), the exchange of goods  
**translate** (trăns-lăt'), to change from  
 one language to another  
**translation** (trăns-lăt'shŭn), that  
 which results when some spoken  
 or written word has been changed  
 into another language  
**trapper** (trăp'ēr), a man who catches  
 animals in traps for their furs  
**treason** (trê'z'n), unfaithfulness or  
 disloyalty to one's country or king  
**treaty of peace** (trê'tî, pēs), a written  
 agreement setting forth the terms  
 by which a war is ended  
**Trenton** (trên'tŭn), a city in New  
 Jersey that was captured by Wash-  
 ington in an important battle of  
 the Revolutionary War  
**Trinidad** (trîn'î-dăd'), an island just  
 north of the mouth of the Orinoco  
 River of South America

**tureen** (tû-rēn'), a covered dish  
**turquoise** (tûr'koiz), a blue stone  
**turtle** (tûr't'l), an animal whose body is covered with a hard shell. Turtles are sometimes used for food.  
**tyrant** (tî'rănt), a cruel and unjust ruler  
**undertook** (ŭn'dēr-tōōk'), began, tried to do  
**upstream** (ŭp'strēm'), in the direction from which the stream is flowing  
**vassal** (văs'ăl), a man who held land from and served a lord in return for protection  
**Venice** (vĕn'is), once one of the rich city-states of Italy; now a modern Italian city  
**veranda** (vĕ-răn'dă), a large porch  
**Vespucci, Amerigo** (vĕs-pōōt'chĕ, ä'mă-rĕ'gō), a man who claimed to have made voyages to America and for whom the new land was named  
**viking** (vî'king), a Northman, often a pirate or sea robber  
**Vincennes** (vin-sĕnz'), a settlement and fort in Indiana  
**Vinland** or **Vineland** (vin'lănd, vin'lănd), the name given by Northmen to the part of North America discovered by them  
**Virgin Islands** (vûr'gin), a group of islands in the West Indies, that now belong to the United States  
**Vizcaino Sebastián** (vĕth'kă-ĕ'nō, sâ-băs-tyăn'), the commander of a Spanish fleet which explored the coast of California in 1602  
**waffle iron** (wōf'l ĩrĕn), an iron utensil in which thin cakes called waffles are baked  
**Wales** (wălz), a small country west of England

**walnut** (wól'nüt), a tree whose wood is used for making furniture  
**war whoop** (wôr hōōp), a cry such as was made by Indians when they set out to fight  
**waterway** (wó'tēr-wă'), a water passage, such as canal, lake, or river, over which boats can go  
**weathercock** (wĕth'ĕr-kōk'), a small figure, often that of a rooster, placed upon a roof to show which way the wind blows  
**weaver** (wĕv'ĕr), a maker of cloth  
**well-to-do** (wĕl'tōō-dōō'), having enough money to be comfortable  
**whale** (hwăl), a large sea animal caught for its oil and bone  
**wheelbarrow** (hwĕl'băr'ō), a small vehicle that is pushed by hand, in which dirt and other materials can be moved  
**whir** (hwûr), a noise usually made by a machine, that has the same sound as the word has when it is said aloud  
**whitewash** (hwit'wōsh'), to cover with a coating of white lime and water; coating of lime and water  
**wigwam** (wig'wōm), a shelter made of poles covered with bark, skins, or the like, used by certain tribes of Indians  
**Wilmington** (wĭl'mĭng-tŭn), a city in Delaware  
**Windward Islands** (wĭnd'wĕrd), a group of islands in the West Indies  
**wine press** (wĭn prĕs), a machine used to press the juice from grapes  
**Winthrop, John** (wĭn'thrŭp), a governor of the Massachusetts Bay colony  
**Wolfe, James** (wōłf), the British general who captured Quebec when it was held by the French





## INDEX

- Acadia (now Nova Scotia), lost to France, 318
- Adams, John, as ambassador to England, 394
- Adams, Samuel, colonial patriot, 332-333, 334, 336, 337, 338, 403
- adobe houses, of missions, 289
- Africa, Cape of Good Hope discovered, 13; trade with Gold Coast of, 1, 12
- Alabama, 101
- Alamo, the, mission in San Antonio, Texas, 284
- Albany, New York, 136
- Albemarle, North Carolina, settled by men from Virginia, 237
- Algonquin Indians, 147, 148, 150, 153
- Allegheny River, 319
- Allen, Ethan, American officer, captures Ticonderoga, 340-342
- Amazon River, in South America, explored by Orellana, 112-113
- America, discovery of, 1-50; how named, 62-63
- American army in Revolutionary War, minutemen, 337, 338, 340; service in, 356; at Valley Forge, 368-371; Washington chosen as commander in chief of, 340
- American Revolution. *See* Revolutionary War.
- Anglican Church. *See* Established Church of England.
- Angola, in Africa, Portuguese colony, 49
- Annapolis, Maryland, Continental Congress at, 382; meeting of representatives of five states at, 396
- Appalachian Mountains, 313, 395
- Arizona, 281; Spanish missions in, 283
- Arkansas, 101
- Arkansas River, 159
- Articles of Confederation, 391-396, 400; confusion under, 391-394; progress under, 395-396
- Asia, 37, 38, 39, 43; importance of trade with, 3-5
- assembly, elected by people in West Jersey, 233; for freemen in Maryland, 224; of Massachusetts, and Stamp Act, 327
- astrolabe, 9
- Atlantic Ocean, 85, 86, 98, 118, 129, 313
- Azores, the (islands), Columbus stops at, 29; discovered, 12
- Aztecs, 75-76, 108; religious belief of, 77; riches of, 78; and the Spaniards, 79-82
- Bahama Islands, discovered by Columbus, 28
- Balboa, Spanish explorer, 69-74; discovers Pacific Ocean, 72-74, 86
- Baltimore, Lord, founds Maryland, 220-221, 228
- Barcelona, Spain, Columbus goes to, 30-31
- Barry, John, in Revolutionary War, 372
- Bay of Fundy, 146
- beaver skins, 144, 212, 299
- Belleisle Strait, 140
- Bill of Rights, added to Constitution, 405

- Bimini (island off Florida), 67, 68  
 Bobadilla, Spanish governor of Hispaniola, 40  
 Boone, Daniel, American pioneer, 376, 377  
 Boonesborough, Kentucky, settled, 376  
 Boston, Massachusetts, 365; fight between soldiers and citizens in, 330-331; growth of, 267; port of, closed by England, 335; in Revolutionary War, 357-358; school in early, 204; settled by Puritans, 203; Stamp Act in, effect of, 327-328; tea thrown into harbor of, 334-335  
*Boston News Letter*, 278  
 Boston tea party, 334-335  
 Bradford, Governor, of Plymouth colony, 200  
 Brazil, settled by Portugal, 49  
 Bristol, England, home of John Cabot, 119, 120, 122  
 buffaloes, 159  
 Bunker Hill, Battle of, 342  
 Burgesses, House of, in Virginia, 191-192; 237; and Patrick Henry, 325-327  
 Burgoyne, John, English general, in Revolutionary War, 363  
 Cabot, John, explorer for England, 119-123, 131; claims Atlantic coast of America for England, 120  
 Cabot, Sebastian, son of John, 122-123  
 Cabrillo, Juan Rodriguez, Portuguese sailor, discovers San Diego Bay for Spain, 284-285  
 Cadiz, Spain, 34  
 Calicut, India, Vasco da Gama sails into, 48  
 California, 281; coast of, explored by Drake, 123, 128-129; coast of, explored by Spanish, 284-285; ranch life in, 293; Spanish missions established in, 286-292  
 Calvert, Cecil, second Lord Baltimore, settles colony in Maryland, 221  
 Calvert, George, first Lord Baltimore, gets grant of Maryland for colony, 220-221  
 Calvert, Leonard, governor of Maryland, 221, 222  
 Cambridge, Massachusetts, Washington takes command of army at, 351  
 Camden, South Carolina, in Revolutionary War, 372  
 Canada, 244, 313; in American Revolution, 358, 361, 363, 364; life in French, 295-304; won from France by England, 322  
 Canary Islands, Columbus stops at, 19, 34, 38  
 candle making, 271 *n.*, 291  
 Cape Ann, on Massachusetts coast, 201  
 Cape Breton Island in Canada, 120  
 Cape Fear, North Carolina, settlement at, 238  
 Cape of Good Hope, 15, 129; named, 13  
 Cape Verde Islands, 39; discovered, 12  
 Carolinas, 237-241; divided into North and South, 238; map of, 237; settlement of, 237-241. *See also* North Carolina and South Carolina.  
 Cartier, Jacques, French explorer, 139-142, 144; claims St. Lawrence River for France, 140, 294

- Cathay (China), 6, 15, 26; riches of, 7-9
- Catholic Church, and Cortés, 77; and Indians, 34, 280; missions of, 282-292; and Protestants, 124, 193, 212, 221, 224, 314, 316, 318; and settlement of Maryland, 220, 221, 224, 225. *See also* Christian religion.
- Central America, 42
- Champlain, Samuel de, French explorer, 145-154, 295; makes settlement at Quebec, 146-147, 294
- Charles I, king of England, 220, 221
- Charles II, king of England, 216, 238
- Charles River in Massachusetts, 337
- Charleston, South Carolina, life in, 240; in Revolutionary War, 377, 378; settled, 238; and tea tax, 333
- Charlestown, Massachusetts, settled by Puritans, 203
- Chesapeake Bay, 178; in Revolutionary War, 378, 379
- Chester, Pennsylvania, Swedish settlement at, 229
- China. *See* Cathay.
- Chinese, early civilization of, 7-9
- Christian religion, and Franciscan friars among Indians, 280-281, 282, 284-292; and Jesuit priests among Indians, 154-162, 280, 283; quarrels in, 193; taken to Indians, 34, 280, 282; taken to Philippines by Magellan, 90
- Church of England. *See* Established Church of England.
- Cibola, Seven Cities of, search for, 91-96
- Cipangu (Japan), 6, 15, 19, 26
- Ciudad Trujillo, city on Hispaniola, 38
- Clark, George Rogers, American leader in Revolutionary War, 372-376, 381
- Clinton, Sir Henry, English general, in Revolutionary War, 378, 379
- clothing, of French Canadian habitants, 302-304
- codfish, 122, 123, 134
- College of William and Mary in Virginia, 265
- colonial period, extent of, 252
- colonies in America, attempts of Norsemen to found, 46-48; Dutch, 211-218, 232, 234-235, 236, 251, 253-257; English, 131-132, 177, 178-211, 218-219, 220-245, 252, 258-278, 313-314; French, 146-147, 168, 278, 280, 294, 295-304; Portuguese, 49; Revolutionary War in English, 339-344, 351-381; Spanish, 28-29, 35, 36, 38, 278-293; war between England and France in, 314, 315-322
- Colorado, 281
- Colorado River, 96
- Columbus, Bartholomew, brother of Christopher, 13, 17, 39
- Columbus, Christopher, 2-3, 13-43, 45, 86, 118, 119, 407; aided by Spain, 15-17; first voyage of, and results, 20-33; fourth voyage of, 41-43; map of voyages of, 36-37; results of discoveries of, 59-60; second voyage of, and results, 34-38, 66; third voyage of, 38-40
- commerce. *See* trade.
- compass, 9
- Concord, Massachusetts, 337, 339, 356
- Congress of United States provided for by Constitution, 398-399. *See also* Continental Congress.



- Connecticut, 209-210, 215, 336, 340, 351; map of, 205; settlement of, 209-210; and trade, 393
- Constitution of United States drawn up and ratified, 397-407
- Constitutional Convention, 387-390, 397-402
- Continental Congress, 342-344, 382, 395, 396; First, 336; lack of power of, 356, 357, 391, 392, 393, 394; Second, 339-340, 342, 351
- Cornwallis, Charles, English general, in Revolutionary War, 378, 379, 380
- Coronado, Francisco de, Spanish explorer, 91-97, 281
- Cortés, Hernando, Spanish explorer, 74-84, 91; conquers Aztecs of Mexico, 80
- Cuba, 37, 38, 68; discovered by Columbus, 28
- Custis, Mrs. Martha, Washington marries, 354
- Dale, Sir Thomas, as governor of Jamestown, 188
- dame's school in Massachusetts, 272, 273
- Dawes, William, colonial patriot, 337
- Declaration of Independence adopted, 344, 351, 358, 388
- Deerfield, Massachusetts, attack on, 316
- DeKalb, Baron, soldier of France, in American Revolution, 372
- Delaware, map of, 225; settlement of, 234-237
- Delaware, Lord, as governor of Jamestown, 187, 188
- Delaware Bay, 234, 235
- Delaware River, 228, 229, 232, 235, 258, 407; in Revolutionary War, 360, 361, 362
- Denmark, 45
- De Soto, Hernando, Spanish explorer, 97-105, 280; discovers Mississippi River, 102-105, 157
- Detroit, English at, 374
- Dias, Bartholomeu, Portuguese explorer, voyage of, 13, 15
- Dinwiddie, Governor, of Virginia, 319
- Discovery* (Hudson's ship), 136, 137
- Discovery* (ship bringing settlers to Virginia), 179
- Dominican Republic on Hispaniola, 28
- Dorchester, Massachusetts, first town meeting held at, 203; Washington's army on Heights, 358
- Drake, Francis, English explorer and pirate, 123-131, 132; adventures of, 125-128; claims Pacific coast for England, 128-129; knighted by Queen Elizabeth, 131; sails around the world, 129
- Dutch colonies, life in, 252, 253-257; on farm in New Netherland, 256-257; in New Amsterdam, 253-256. *See also* Dutch settlers.
- Dutch settlers in America, 251; in Delaware, 234-235, 236; in New Jersey, 232; in New Netherland, 211-219. *See also* Dutch colonies, life in.
- Dutch West India Company, and settlement of New Netherland, 212-213, 217
- East Jersey, bought by Quakers, 233
- "Eastward Ho" (play), 178
- education in the colonies, in Massachusetts, 204, 272-274; in Virginia, 264-265
- El Dorado, the Gilded Man, story of, 107-108

- Elizabeth, queen of England, and Drake, 124, 130-131
- Endicott, John, governor of Salem, 202
- England, 144, 169; and Canada, 295, 322; claims of, in America, 119-133, 136-138; colonies of, 131-132, 177, 178-211, 218-219, 220-245, 252, 258-278, 313-314; and quarrel with American colonies, 323-338; and Revolutionary War, 339-344, 351-381; and United States, 394; and war with France, 314, 315-322; and war with Spain, 177
- English colonies, life in, 252, 258-278; in a Massachusetts town, 267-278; in Philadelphia, 258-261; on a Virginia plantation, 261-266. *See also* English settlers.
- English colonies and quarrel with England, 323-338; conditions, 356-357; Declaration of Independence, 344, 351, 358, 388; effect of Stamp Act, 325-328; Revolutionary War, 339-344, 351-381
- English settlers in America, beyond Appalachians, 313-314; in Carolinas, 237-241; in Connecticut, 209-210; driven out of Delaware, 236; in Georgia, 241-245; in Maryland, 220-224; in Massachusetts, 193-204; in New Hampshire and Maine, 210-211; in New Jersey, 232-234; in Pennsylvania, 225-232; in Rhode Island, 205-209; in Virginia, 178-192. *See also* English colonies, life in.
- Episcopal Church, 265
- Ericson, Leif (Leif the Lucky), discovers Vinland, 46-47
- Española (Hispaniola), named by Columbus, 28
- Established Church of England, and Catholics, 220, 224; and Puritans, 201; and Quakers, 227, 231-232; and Separatists, 194
- Estevan, 91-92
- explorations, of Balboa, 69-74; of Cabot, 119-123; of Cabrillo, 284-285; of Cartier, 139-142; of Champlain, 145-154; Columbus's voyages, 18-29, 34-38, 38-39, 41-43; of Coronado, 91-97; of De Soto, 97-105; Dias sails around Cape of Good Hope, 13; of Drake, 123-131; of Da Gama, 48-49; of Hudson, 134-138; of La Salle, 165-168; of Magellan, 85-90; map of, 4-5; map of Columbus's, 36-37; map of English and Dutch, 138; map of French, 143; map of Portuguese, 44; map of Spanish, 61; of Marquette and Joliet, 156-160; of Norsemen, 45-48; of Orellana on Amazon River, 112-113; of Pizarro, 108-112; of Ponce de León, 64-68; of Vizcaino, 285
- Far East, need of new route to, 4-5, 10; trade with, 3-5, 119
- farming, on California ranches, 293; in French Canada, 252, 294; in Georgia, 244; in Maryland, 222, 224; in New Jersey, 234; in New Netherland, 253, 256-257; in New York, 219; in Spanish Southwest, 283; in Virginia, 189, 252, 261-266
- Ferdinand, king of Spain, 69; and Columbus, 25, 30, 32-33
- First Continental Congress, 336

- fishing grounds off Newfoundland, 122, 123, 134, 144, 324  
 Florence, Italy, as trading center, 3  
 Florida, 238, 242, 244; discovered and claimed for Spain by Ponce de León, 64-68; explored by De Soto, 97-104, 105; settlement made at St. Augustine, 278-281  
 food in colonies, of French Canadian habitants, 303; in New Netherland, 256, 257; in Philadelphia, 260  
 Fort Le Boeuf, 319  
 Fort Orange (now Albany), 212  
 Fox River, 159  
 France, 17; Canada and Louisiana held by, 294-295, 313; claims of, in America, 139-169; loses empire in America, 322; and Revolutionary War, 364, 365, 372, 378, 379, 380, 381; and war with England, 314, 315-322  
 Francis I, king of France, 139, 141, 142  
 Franciscan friars, 295; in California, 285-292; in Florida, 280-281; in Southwest, 281, 282  
 Franklin, Benjamin, 365-367, 381; at Constitutional Convention, 387, 398, 401-402  
 Franklin stove, 367  
 Frances' Tavern, New York City, 382  
 French colonies, life in, 252, 295-304; among habitants of Canada, 300-303; in Montreal, 295-299. *See also* French settlers.  
 French Creek, 319  
 French settlers in America, in Florida, killed by Spaniards, 278, 280; in Quebec, 146-147. *See also* French colonies, life in.  
 Friends, Society of, 225, 226, 227. *See also* Quakers.  
 Friends' Meeting House, in Philadelphia, 260  
 Fundy, Bay of. *See* Bay of Fundy.  
 fur trade, 408; of Dutch, 136, 212, 213, 215, 235, 253-254; of French, 144-145, 164, 219, 252, 295-299, 314  
 Gage, Thomas, English general, in Boston, 337  
 Gama, Vasco da, Portuguese explorer, voyage of, 48-49, 86  
 Genoa, Italy, 9, 119; birthplace of Columbus, 2, 16; as trading center, 3  
 George III, king of England, 327, 359-360  
 Georgia, 101, 241-245; map of, 237; in Revolutionary War, 377; settlement of, 241-245  
 German settlers in Pennsylvania, 232  
 German soldiers in Revolutionary War, 342, 360, 362, 363  
 Gilbert, Sir Humphrey, attempts to settle colony in America, 131, 132, 177  
 gold, of Aztecs, 76, 78, 79-80; search of explorers for, 19, 26, 38, 42, 70, 75-76, 91-113, 408  
 Gold Coast of Africa, trade with, 1, 12  
*Golden Hind* (Drake's ship), 123, 127, 128, 131  
*Goodspeed* (ship), 179  
 government of United States, under Articles of Confederation, 391-396; as provided for by Constitution, 399-400  
 Grand Canyon, 96  
 Great Lakes, 164, 394

"Great South Sea." See Pacific Ocean.

Great Wall of China, 9

Green Bay, 157, 160, 164, 165, 296

Green Mountain Boys, 340

Greenland, 136; settled by Norsemen, 46, 47, 48

Gulf of Mexico, 62, 75, 159, 163, 168

habitants, French (farmers in Canada), life of, 300

Haiti, Republic of, on Hispaniola, 28  
half-hour glass, 20, 22

*Half Moon* (Hudson's ship), 134, 135, 136

Hamilton, Alexander, 388, 403, 404

Hancock, John, colonial patriot, 337, 338

Hartford, Connecticut, settled by Thomas Hooker, 210

Harvard College in Massachusetts, 265, 272; beginning of, 204

Henrietta Maria, queen of England, Maryland named for, 221

Henry, Patrick, colonial patriot, 325-327; as governor of Virginia, 373; opposed to Constitution, 403

Henry the Navigator, Prince, of Portugal, 11-13

Henry VII, king of England, 119, 120-122

Hispaniola (island), 34, 39, 40, 42, 69, 76; exploration and settlement of, 28-29, 35, 36, 37, 38

Holland, 169, 232, 235; claims Hudson River valley, 136; settles New Netherland, 212-219

homes in colonies, Dutch, in New Netherland, 254-255, 256-257; of French Canadian habitants, 300-303; in a Massachusetts town, 267-272; in Philadelphia, 258; on a Virginia plantation, 262-266

Honduras, Central America, 42

Hooker, Thomas, founds Hartford, Connecticut, 209-210

hornbook, 273

horses brought to America by Spaniards, 76

Howe, Richard, English admiral, in Revolutionary War, 357, 358

Howe, William, English general, in Revolutionary War, 357, 358, 360, 363

Hudson, Henry, English explorer, 134-138, 211

Hudson Bay, 137

Hudson River, 232, 234; Henry Hudson explores for Dutch, 134-136, 211; in Revolutionary War, 363, 378

Huron, Lake, 153, 155, 165

Huron Indians, 147

Hutchinson, Mrs. Anne, 206-209; founds Portsmouth, Rhode Island, 209

Hutchinson, Thomas, lieutenant governor of Massachusetts, 328

Iceland, 1, 13; settlement of, 46

Illinois, 373

Illinois Indians, 165; and Father Marquette, 160-162

Illinois River, 159, 160

Inca, the, ruler of Indians of Peru, and Pizarro, 110-111, 112

indentured servants, 264, 266, 354

Indian Ocean, 48, 129

Indians, 251, 256, 281; the Aztecs, 75-82, 83; Dutch buy Manhattan Island from, 213-214; and Dutch in Delaware, 235; and early Spanish explorers, 34, 35, 38, 42, 43, 59, 68, 70, 71, 91, 92, 95, 96, 102, 105, 113; and French, 140, 142, 295-299, 315, 316, 324; along



- Hudson River, 135, 136; Huron and Algonquin, 147; Illinois, 160-162, 165; Iroquois, 147-148; and Jamestown settlement, 181-189, 191; and Jesuit priests, 154-162, 280; and Maryland settlers, 221-222; in Mexico, 293; named by Columbus, 26; and Oglethorpe in Georgia, 243; of Pacific coast, 128-129; of Patagonia, 87; of Peru, 107-108, 110-112; Plymouth colony, 200; in Revolutionary War, 363; and Roger Williams, 205, 206; as slaves, 101, 104, 280; and Spanish missions, 282, 283-284, 286-292; taken to Spain by Columbus, 30-31, 33; and war with Dutch, 215; and William Penn, 229-230
- Indies, the, 6; search for route to, 15, 26, 37, 39, 42, 43, 85-90
- Ireland, 13, 46
- Iroquois Indians, 147-148
- Isabella, queen of Spain, 69; and Columbus, 16, 17, 25, 30, 32-33; death of, 43
- Isabella, settlement on Hispaniola, 36, 38
- Isthmus of Panamá. *See* Panamá, Isthmus of.
- Jamaica (island), 42; discovered by Columbus, 37-38
- James I, king of England, 180, 186
- James River, 180, 181, 189, 261
- Jamestown, Virginia, settlement of, 180-192
- Japan. *See* Cipangu.
- Jay, John, and the Constitution, 403
- Jefferson, Thomas, writes Declaration of Independence, 344
- Jesuit priests, French, 154-155, 295; Spanish, 280, 283
- Joliet, Louis, French fur trader and explorer, 163, 164; with Father Marquette, explores Mississippi River, 156-160
- Jones, John Paul, in Revolutionary War, 372
- Juana (Cuba), named by Columbus, 28
- Kansas, 96
- Kaskaskia settlement, 160; in Revolutionary War, 373-374, 375
- Kentucky, 376; as county of Virginia, 377
- King's Highway, road connecting missions in California, 288, 289
- Kino, Father Eusebio Francisco, Jesuit priest, in Arizona, 283
- Kosciusko, Thaddeus, Polish engineer, in American Revolution, 372
- Kublai Khan, emperor of Cathay, 7
- Labrador, 120
- Lafayette, Marquis de, French general, in American Revolution, 371-372, 378
- La Salle, Rene Robert de, 163-168; sails down Mississippi and claims valley for France, 165-168, 283, 294, 314
- Latin Grammar School, 272
- laws and punishments in Massachusetts Bay Colony, 203-204, 277-278
- "league of friendship," 391
- Le Boeuf, Fort. *See* Fort Le Boeuf.
- Lecture Day, Puritan, 277
- Leeward Islands, 41; discovered by Columbus on second voyage, 35

- legislature, in Delaware, 236; in Pennsylvania, 228  
 Leif the Lucky. *See* Ericson, Leif.  
 Lexington, Massachusetts, 337, 356; fight at, 338-339  
 Leyden, Holland, Separatists at, 194  
 Liberty Bell, 344, 390  
 life in American colonies, 251-304; in Dutch, 252, 253-257; in English, 252, 258-278; in French, 252, 295-304  
 Lincoln, Benjamin, American general, 380  
 Lisbon, Portugal, 12, 15, 29, 30; importance of, 1-2, 49  
 Little Wabash River, in Revolutionary War, 375  
 llamas, 127  
 London Company, 178, 179, 185; as Virginia Company, 187. *See also* Virginia Company.  
 long house, Indian, 182, 186  
 Long Island, New York, in Revolutionary War, 360  
 "Lost Colony," 132  
 Louisiana, 101; French in, 283, 295; given to Spain by France, 322  
 loyalists in English colonies, 356  
  
 Madeira Island, 38; settled, 12-13  
 Madison, James, 387, 393-394, 403  
 Magellan, Ferdinand, Portuguese explorer sailing for Spain, 85-90, 125; results of voyage, 90  
 Maine, 131; map of, 193; settlement of, 211  
 Manhattan Island, bought from Indians by Peter Minuit, 213-214  
 Marcos, Friar, 91-96  
 Marion, Francis, American general, in Revolutionary War, 378  
 markets, public, in Philadelphia, 260  
 Marquette, Jacques, French priest, 155-163, 164; with Joliet explores Mississippi River, 156-160; preaches to Indians, 160-162  
 Martinez, Father, leader of Franciscans, in Southwest, 281  
 Martinique (island), discovered by Columbus, 41  
 Maryland, map of, 220; settlement of, 220-224  
 Mason, Captain John, makes settlement in New Hampshire, 210  
 Massachusetts, 146, 340, 351; and England, 327-328, 330-331, 334-335, 336; map of, 193; Massachusetts Bay Colony in, 202-204; Plymouth colony in, 200-201; Puritan settlement, first, in, 201-202; in Revolutionary War, 357-358; settlement of, 193-204; Shays' rebellion in, 393; town life in, 252, 267-278  
 Massachusetts Bay Colony, settlement of, by Puritans, 202-204  
 Massachusetts Bay Company, 202  
 Massasoit, Indian chief, and the Pilgrims, 200  
*Matthew* (Cabot's ship), 120  
*Mayflower* (Pilgrims' ship), 196, 197, 198, 200  
 Mayflower Compact, 198-199  
 Mediterranean Sea, 45; pirates in, and American vessels, 394; as trade route, 2, 3-5  
 Menendez, Spanish soldier, settles colony at St. Augustine, Florida, 278-280  
 Mexico, 62, 75-84, 91, 97, 124; conquered by Cortés, 80-82, 84; gains independence from Spain, 292-293; missions in, 283  
 Mexico City, 77, 82; as Spanish capital in America, 284

- Michigan, Lake, 155, 160, 162, 164, 165
- Minuit, Peter, as director-general of New Netherland, 213-214, 215; and Swedish settlers in Delaware, 235
- minutemen in Massachusetts, 337, 338, 340, 356
- missions, Spanish, 252, 282-292; abolished in Mexico, 292; the Alamo, 284; description of, 289-292; San Carlos de Monterey, 288; at San Diego, 286; San Xavier del Bac, 283
- Mississippi, 101
- Mississippi River, 141, 313, 322, 381, 395; discovered by De Soto, 102, 157; explored by Joliet and Marquette, 156-160; La Salle sails down to mouth and claims valley for France, 165-168, 283, 294, 295, 314; Spain controls, 322, 394
- Missouri River, 159
- money, in colonies, during Revolutionary War, 356, 357, 391-392; in states, after War, 392-393
- Montcalm, Marquis de, French general, 320, 322
- Monterey, California, 285; Mission of San Carlos established at, 288
- Monterey Bay discovered, 285
- Montezuma, ruler of Aztecs, and Cortés, 78-80, 82; religious belief of, 77
- Montreal, Canada, 142, 148, 165, 294; life in, 295-299
- Morris, Robert, American patriot, 357
- Moslems, 3
- Mount Vernon (Washington's plantation), 354, 355, 382, 396
- Mozambique in Africa, Portuguese colony, 49
- Narragansett Bay, 209
- Negroes as slaves. *See* slaves, Negro.
- Netherlands. *See* Holland.
- Nevada, 281
- New Amsterdam (now New York), 213, 214, 215, 219; life in, 253-256
- New England Primer*, 273
- Newfoundland, 120, 134, 142, 145, 146
- New France, 142, 147, 154; map of, 143; spread of, 294-295
- New Hampshire, 351, 404; map of, 193; settlement of, 210-211
- New Jersey, map of, 225; occupations in, 234, 252; in Revolutionary War, 360, 363, 364, 379; settlement of, 232-234; and trade, 393
- New Mexico, 281, 282
- New Netherland (now New York), 212-219; life in, 253-257; settled by Dutch, 212-219, 232; taken by English, 216-219
- New Netherland* (ship built by Peter Minuit), 214
- New Orleans, given to Spain by France, 322
- Newport, Captain Christopher, 179, 180, 181, 185
- New Spain, map of, 61
- Newtown in Massachusetts Bay Colony, 208, 209
- New World discovered by Columbus, 43, 50
- New York, 336, 404; map of, 211; New Netherland becomes, 216-219; in Revolutionary War, 358, 360, 361, 378, 379; and Stamp Act, 328; and tea tax, 333; and trade, 393

- New York Bay, 134, 211; in Revolutionary War, 358
- Niagara River, 164
- Nicholls, Colonel Richard, 216, 218
- Niña* (Columbus's ship), 19, 24, 28, 29
- Nizza, Marcos de. *See* Marcos, Friar.
- Norsemen, 45–48
- North Carolina, 101, 377, 404; in Revolutionary War, 378; settlement of, 237–240; and trade, 394
- Norway, 45
- Nova Scotia, 318
- Oglethorpe, James, and settlement of Georgia, 241–242
- O'Hara, General, 380
- Ohio Company, 318
- Ohio River, 159, 318, 320, 376, 377; in Revolutionary War, 372, 373, 374
- Old Brick Meeting House in Boston, 330
- Old North Church in Boston, and Paul Revere, 337
- Old South Meeting House in Boston, 333, 334
- Oñate, Juan de, makes Spanish settlement in Southwest, 281
- Ontario Lake, 153
- Orange, Fort. *See* Fort Orange.
- Orellana, Francisco, Spanish explorer of Amazon River, 112–113
- Oxford University, England, 226, 265
- Pacific Ocean, 86, 98, 125, 126; Balboa discovers, 72–74; Drake crosses, 129; Magellan crosses, 87–90
- Palos, Spain, 19, 29, 30
- Panamá, Isthmus of, 70, 109
- Parliament, English, 192, 323, 325, 328, 335, 342
- Patagonia, in South America, how named, 87
- patroons, Dutch, in New Netherland, 213, 253, 300
- peace pipe, Indian, 299
- Pelican*. *See* *Golden Hind*.
- Penn, William, 225, 226, 227, 258; and Delaware, 236; interest of, in Quakers, 225–226; in New Jersey, 233; and settlement of Pennsylvania, 228–229
- Pennsylvania, 225–232, 336, 403; Constitutional Convention in, 387–390, 396, 397–402; Continental Congress in, 336, 339–340, 342, 392; Delaware as part of, 236; life in, 252, 258–261; map of, 225; in Revolutionary War, 360, 361, 363, 378, 380; settlement of, 228–232
- Persian Gulf, 3
- Peru in South America, Indians of, conquered, 107–108, 110–112
- pewter dishes, 256, 260, 268
- Philadelphia, Pennsylvania, 365; celebration of ratification of Constitution in, 405–407; Constitutional Convention in, 387–390, 396, 397–402; Continental Congress in, 336, 339–340, 342, 392; life in, 258–261; planned by Penn, 229; in Revolutionary War, 360, 361, 363, 378, 380; and tea tax, 333
- Philippine Islands, Magellan reaches, 90
- Pilgrims, leave England, 196–197; on Massachusetts coast, 199; Mayflower Compact drawn up by, 198; settle Plymouth colony, 200–201. *See also* Separatists.



- Pinta* (Columbus's ship), 19, 23, 24, 28, 29
- Pizarro, Francisco, Spanish explorer, conquers Peru, 108-112
- Pizarro, Gonzalo, brother of Francisco, 112
- plantations, life on, in Virginia, 261-266; in South Carolina, 240
- Plymouth, England, and Drake, 129, 131; Pilgrims sail from, 196
- Plymouth Colony, Massachusetts, settlement of, by Pilgrims, 196-201
- Pocahontas, and John Smith, 184, 185; and marriage to John Rolfe, 188-189
- Polo, Marco, in Cathay, 7-9; tales of travels, 6, 9, 15, 119
- Ponce de León, Juan, Spanish explorer, 64-68; discovers Florida, 66, 67
- Poor Richard's Almanac*, 367
- Portolá, Gaspar de, commander of Spanish settlement at San Diego, 287
- Portsmouth, Rhode Island, settled by Anne Hutchinson, 209
- Portugal, 144; colonies settled by, 49; Columbus in, 2-3, 13-14, 15; discovers new trade route to Indies, 48-49; and Magellan, 86; map of explorations, 44; as sea power, importance of, 1, 11-13, 15
- Portuguese India, 49
- Potomac River, 221, 354, 396
- Powhatan, the (Indian chief), 185; crowned by English, 186; and John Smith, 182-184
- Presbyterians from Scotland in East Jersey, 233
- President of United States, office of, provided by Constitution, 399
- priests, French Catholic, 154-155
- printing, 9
- proprietor of a colony, 220-221, 228
- Protestants, 243; and Catholics, 124, 193, 212, 221, 224, 314, 316, 318; quarrels among, 193-194, 201
- Providence, Rhode Island, settled by Roger Williams, 206
- Providence Plantations in the Narragansett Bay, 209
- public lands, 395
- pueblos, Indian, 281; at Cibola, 92
- Puerto Rico, 35, 42, 66, 67, 68
- Pulaski, Count Casimir, Polish officer, in American Revolution, 372
- Puritans, 225; character of, 203-204; first settlement of, in America, 201-202; life of, 267-278; settle Massachusetts Bay Colony, 202-204
- Quakers, and Church of England, 227; Pennsylvania founded for, 228-232; in West and East Jersey, 233. *See also* Friends, Society of.
- Quebec, Canada, 141, 153, 156, 164, 169, 294, 299, 304; battle of, 320-322; in Revolutionary War, 358, 361
- Quivira, search for, 96
- Raleigh, Sir Walter, 131-132; attempts to settle colonies in America, 132, 177
- Red Sea, 3
- Revere, Paul, ride of, 337-338, 356
- Revolutionary War, 351-382, 390, 391; Battle of Bunker Hill, 342; conditions in colonies during, 356-357; Declaration of Independence, 344, 351, 358, 388;

- early battles of, 357–361; fight at Lexington, 338–339; foreign soldiers, aid of, in, 371–372; France aids Americans in, 364; map of, 359; quarrels leading up to, 323–338; Saratoga, Battle of, 364; service of Benjamin Franklin in, 365–367; in the South, 377–381; surrender of Cornwallis at Yorktown, 379–380; Ticonderoga captured, 340–342; treaty of peace signed, 381; Trenton, Battle of, 362–363; Valley Forge, winter at, 368–371; Washington as leader of, 351–355; in the West, 372–377
- Rhode Island, 351, 404; map of, 205; settlement of, 205–209
- rice plantations, 324; in South Carolina, 252
- Roanoke Island, attempts to settle, 132
- Robertson, James, American pioneer, 376
- Rolfe, John, and marriage to Pocahontas, 189
- Roxbury, Massachusetts, and William Dawes, 337
- Russia threatens to settle Pacific coast, 285
- Sabbath, Puritan, 274–277
- Sabbath house, 276
- sagas of Norsemen, kept in Iceland, 48
- St. Augustine, Florida, settled by Menendez for Spain, 278–281
- St. Francis of Assisi, 281
- St. George River, 221
- St. Ignace (Marquette's settlement), 156, 157, 160
- St. Lawrence River, 120, 140, 141, 144, 163, 294, 320
- St. Mary's, Maryland, 221–224
- Salem, Massachusetts, settled by Puritans, 202, 203
- Samoset (Indian) and the Pilgrims, 200
- sampler, 274
- San Diego, California, 285; mission established at, 286
- San Diego Bay discovered, 285
- San Francisco, California, mission established at, 288
- San Salvador (now Watling Island), 24, 26, 28
- San Xavier del Bac, Spanish mission in Arizona, 283
- Santa Fe, New Mexico, settled, 282
- Santa Maria* (Columbus's flagship), 19; life on board, 20–23; wrecked, 28
- Santo Domingo (now Ciudad Trujillo) on Hispaniola, 38, 43
- Saratoga, New York, Battle of, in Revolutionary War, 364
- sassafras roots, 132, 134, 187
- Savannah, Georgia, built by Oglethorpe, 243; in Revolutionary War, 372
- schools in Massachusetts Bay Colony, 204. *See also* education.
- Schuylkill River, 229
- Scotch-Irish in Pennsylvania, 232
- Scrooby, England, Separatists at, 194
- scurvy (a disease), 142, 146, 147, 197, 285
- Second Continental Congress, 339–340, 342, 351
- seigneurs, French, in Canada, 300
- Separatists, 194–196, 201, 202. *See also* Pilgrims.
- Serra, Father Junípero, and Spanish missions, 286–289
- Sevier, John, American pioneer, 376
- Seville, Spain, 30, 90

- Shays, Captain Daniel, and his rebellion against Massachusetts, 393
- shipbuilding in Philadelphia, 261
- shipping, in New Amsterdam, 253; in New Jersey, 234; in Philadelphia, 261
- ship's biscuit, 2, 21
- silk in Cathay, 9
- slaves, Negro, 1, 12; in America, 189, 224, 240, 243, 244, 261, 264, 266, 281, 354
- Smith, John, and settlement of Jamestown, 180-188
- Snorri, first white child born in America, 48
- Society of Jesus, 154
- Sons of Liberty, 327-328
- South America, 62, 97, 124, 126; Amazon River explored, 112-113; Brazil settled by Portugal, 49, 107; discovered by Columbus, 39; Magellan stops at, 86; map of, 106; Pizarro explores, 108-112; Spanish possessions in, 107
- South Carolina, 101, 238-241, 336, 394; Georgia formed from southern part of, 242; life in, 240-241, 252; in Revolutionary War, 377, 378
- Southwest, claimed for Spain, 97; Spanish settlements in, 281-284
- Spain, 118, 124, 139, 169, 242; attacks Georgia, 244; and Champlain, 145; colonies of, in America, 278-293; and Columbus, 15-17, 19, 29-33, 59; Florida claimed for, 64-68; and Louisiana, 295, 322; Mexico conquered for, 75-84; Pacific Ocean and all its lands claimed for, 72-74; South America, claims in, 107, 108-112; Southwest claimed by, 97; and United States, 394; war with England, 177
- Spanish settlers in America, 278-293; in California, 286-293; in Florida, 278-281; in Southwest, 281-284
- Spice Islands, 86
- Spinning wheel, 271, 290
- Squanto (Indian) and the Pilgrims, 200
- Stamp Act, 325-328
- Stamp Act Congress, 328
- Standish, Miles, 196, 199
- Starving Time, the, in Virginia, 188
- State House in Philadelphia, 387, 397, 400
- Steuben, Baron von, German officer, in American Revolution, 372
- stocks, 204, 276
- Strait of Magellan, 87, 125
- Stuyvesant, Peter, director-general of New Netherland, 215-218; and the English, 216-218; takes Delaware for the Dutch, 236
- Superior, Lake, 155
- Supreme Court of United States, provided for by Constitution, 399
- Susan Constant* (ship), 179
- Sweden, 45; settlers from, 229, 235-236
- Swedish settlers, in Delaware, 235-236; in Pennsylvania, 229
- taverns in the colonies, 258, 278
- taxes, 330; Articles of Confederation give Congress no power over, 356, 391; stamp, by England on colonies, 325-328; on tea, 332-335; in Virginia, 192
- tea, effect of taxes on, in colonies, 330, 332, 333, 334-335
- Tennessee, 101, 376

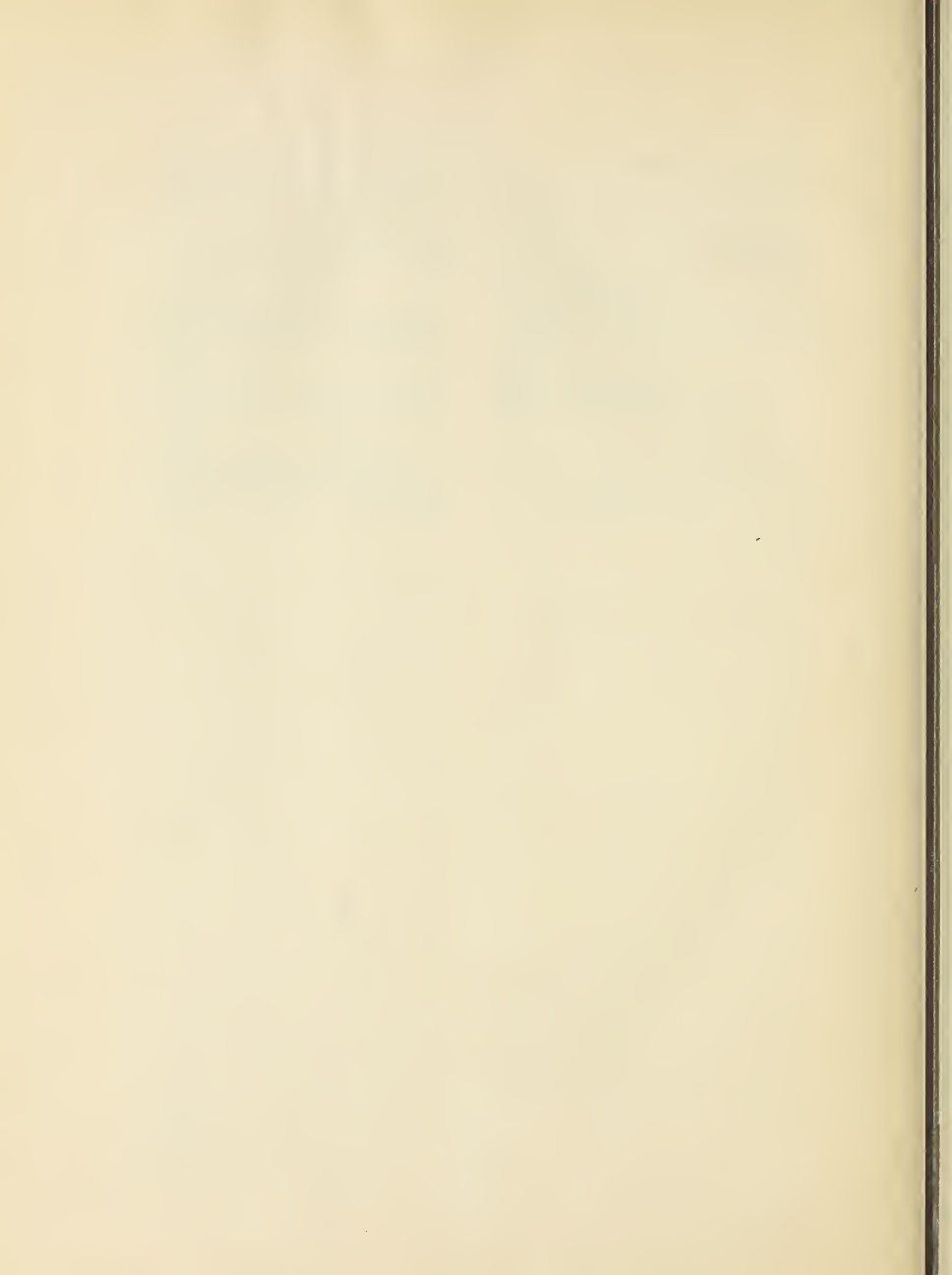
Tennessee River, 377  
 tepees, Indian, 96  
 territories, rights of citizens in, 395  
 Texas, 281; Spanish missions in, 283-284  
 Thanksgiving Day, first, 200-201  
 Three Rivers, Canada, 294; battle at, in American Revolution, 358  
 Ticonderoga, Fort, captured by Americans under Ethan Allen, 340-342  
 tithingman, 275, 276  
 tobacco, 324; in Maryland, 224; in Virginia, 189, 252, 261  
 Tonty, Henri de ("Tonty of the Iron Hand"), 164, 165  
 trade, with Africa, 1, 12; with Asia, 3-5, 49; of colonies with West Indies, 244; foreign, 394; fur, in colonies, 136, 144-145, 164, 212, 213, 215, 219, 235, 252, 253-254, 295-299, 314; of Philadelphia, 261; between states after Revolutionary War, 393-394, 396  
 trade routes, Columbus seeks western, 13-43; Gama discovers new, to Indies, 48-49; map of old, 4-5; need of new, 4-5, 10; Portuguese seek new, 11-13  
 trading posts of Dutch, 212, 253  
 Trenton, New Jersey, in Revolutionary War, 360, 362-363  
 Trinidad (island), discovered by Columbus, 39  
 Tucson, Arizona, 283  
 Turks and trade with Far East, 3-4  
 United States of America, confusion in, 391-394; Constitution provided for, 397-405; Declaration of Independence, 344, 351, 358, 388; independence of, recognized, 381; progress in, 395

University of Pennsylvania, 367  
 Utah, 281  
 Valley Forge, Pennsylvania, winter at, in Revolutionary War, 368-371  
 Venice, Italy, 7, 9; as trading center, 3, 119  
 Vermont, 340  
 Vespucci, Amerigo, America named for, 62-63  
 Vignau, member of Champlain's party, 150, 153  
 Vikings. *See* Norsemen.  
 Vincennes, English fort at, in Revolutionary War, 375-376  
 Vinland, discovery of, by Norsemen, 46; settlements in, 47-48  
 Virgin Islands named by Columbus, 35  
 Virginia, 131, 394; life on a plantation in, 252, 261-266; map of, 179; and Maryland, 396; in Revolutionary War, 373, 378, 379-380; settlement of, 178-192; Stamp Act, effect of, in, 325-327  
 Virginia Company, 187, 189, 191. *See also* London Company.  
 Vizcaíno, Sebastian, Spanish explorer, finds Monterey Bay, 285, 287  
 warming pan, 269  
 wars in colonies, between England and France, 314, 315-322; Revolution, 339-344, 351-381  
 Washington, George, 351-355; chosen to command American army, 340; as commander in chief in Revolutionary War, 351-352, 355, 357-363, 364, 368-371, 378, 380, 381; and the Constitution,



- 403; his farewell to his officers, 382; and the nation under Articles of Confederation, 395-396; as president of Constitutional Convention, 387, 402; and trip to Fort Le Boeuf, 319, 353; youth of, 352-354
- Watauga, Tennessee, settled, 376
- Watling Island in the Bahamas, 28
- West Indies, 145; trade with, 244
- West Jersey, bought by Quakers, 233
- Williams, Eunice, 316, 318
- Williams, Reverend John, 316
- Williams, Roger, 205-206, 209; founds Providence, Rhode Island, 206
- Wilmington, Delaware, settlement of, 236
- Wilson, James, at Constitutional Convention, 388, 390
- Windward Islands, 41
- Winthrop, Governor John, of Massachusetts Bay Colony, 202, 208
- Wisconsin River, 159
- Wolfe, James, English general, 320, 322
- Yorktown, Virginia, in Revolutionary War, 378, 379-380











*The Macmillan Company*